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ABSTRACT

One of 11 guides which can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school, the guide is not intended as an exhaustive in-depth study of the communications and media field. It serves rather as an indication of directions a classroom teacher might take in introducing the communications area. It identifies the job families within the communications cluster and occupations within each family. The guide is divided into five units dealing with: (1) an introduction to occupations in general, (2) a definition of the communication and media cluster, (3) an exploration of the cluster, (4) the educational opportunities of the cluster, and (5) an evaluation of self in relation to a career in communication and media. Each unit is headed by the unit purpose, followed by performance objectives related to the unit purpose. Each objective is then developed suggesting content, teaching-learning activities, evaluation, and resources. Related instructional materials, including transparency masters are provided. The appendix offers a list of publishers and addresses, job families and occupational listings, and a bibliography of free and inexpensive materials. (MW)

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EXPLORING CAREERS
IN
COMMUNICATION AND MEDIA; A GUIDE FOR TEACHERS

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July 1974

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PREFACE

Career education may be described as a program of systematic educational experiences which prepares students for economic independence and personal fulfillment. Such a program should focus on the development of knowledge, general and specific abilities, and the awareness of the values of a work-oriented society; assisting all individuals—at all educational levels and ages—to interact with the economic sector.

Career education includes vocational training, but it is more than this. It aims toward developing the total individual; i.e., an individual able to perform all of his life roles with the skill, knowledge, and understanding necessary for success in all of these roles. It aims at developing the self-motivating and self-fulfilled individual who is a constructive force in the maintenance and improvement of the social body of which he is a part.

To meet the needs of individuals of all educational levels and ages, five phases of career education need to be implemented: awareness, orientation, exploration, preparation, and adult and continuing education.

Career awareness, emphasized early in the career development program, is to lead the individual in developing certain fundamental attitudes toward himself, toward other people, and toward work. Career orientation and exploration—emphasized in the middle school years—provides appropriate educational experiences which enable the individual to become familiar with the economic system and which allow the individual to explore various occupational clusters, to obtain initial work experience, and to integrate work values into his personal value system. The career exploration phase places equal emphasis on exploration of specific occupational clusters and on the relevancy of academic subject matter to career goals. During the preparation phase, which may begin at grade ten or later, the individual narrows his choices of careers and prepares to enter the labor market or to continue his education. The purposes of adult and continuing education are to assist in the individual's advancement and to aid adults in discovering, analyzing, and preparing for new careers.

Accepting the philosophy underlying career education probably means change for the educator and the educational system; it certainly means additional planning and organizing. Adopting this new concept could mean adding totally new programs, changing present programs, training new personnel, and/or developing new courses of study.

To say that education must change is one thing; implementing that change is something else. This guide, "Exploring Careers in Communication and Media" is one of eleven such guides (including "Orientation to the World of Work," an introduction to all the guides) which can be used as a resource for teachers in implementing the exploration phase of career education in the middle/junior high school.

The following are suggestions for implementing this guide:

(1) It can be used as one of the eleven guides as resource material for a series of mini-courses or activity courses, each dealing with a separate occupational area or cluster.

(2) It can be used as a resource to integrate career exploration activities into the existing curriculum.

In either option, this career exploration cluster guide can provide a valuable resource for student exploration of the communication and media cluster.

INTRODUCTION

The United States Office of Education organized the 22,000 (+) job titles currently existing in our work oriented society into fifteen categories, called "clusters." In the original planning for career education, these job titles were grouped on the basis of some basic commonalities found within areas of the work force which deals with the production of goods and services. The clusters as identified by the Office of Education are: Public Service, Health Occupations, Consumer and Homemaking Related Occupations, Agri-Business and Natural Resources, Hospitality and Recreation, Personal Services, Construction, Manufacturing, Communication and Media, Transportation, Marketing and Distribution, Environmental Control, Business and Office, Fine Arts and Humanities and Marine Science. While there is nothing sacred about this particular cluster system, it is a start in organizing a tremendous amount of material into some logical order. It is less cumbersome to fit the cluster into the subject matter area for exploration purposes than to reverse the procedure and try to explore all of the occupations using, say, language arts skills. The curriculum writers who have developed this guide feel that the Communication and Media Cluster could be utilized in almost any area of the curriculum, but that it would most logically correlate with the language arts, drama, and journalism. Sections of this guide may be of value to specialists in other teaching areas, however.

This guide has been divided into several units. Unit One deals with an introduction to occupations in general. Unit Two gives a definition of the Communication and Media Cluster. Unit Three is devoted to an exploration of the Communication and Media Cluster. Unit Four covers the educational opportunities of the Cluster. Unit Five deals with an evaluation of self in relation to a career in Communication and Media, and this is followed by a section of job families and occupational listings for the Communication and Media Cluster.

Each unit is headed by the unit purpose, followed by performance objectives related to the unit purpose. Each objective is then developed in the following way:

(a) suggested content
(b) suggested teaching-learning activities
(c) suggested evaluation
(d) suggested resources

The curriculum writers have included some visual aides for teacher and/or student use, and a resource list may be found at the end of the guide.

This guide is not an exhaustive in-depth study of the communication and media field; rather it will serve as an indication of directions a classroom teacher might take in introducing the Cluster at the junior high school level for exploration and "hands-on" experiences in career education.

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UNIT ONE

INTRODUCTION TO OCCUPATIONS

UNIT PURPOSE: To provide an occupational background study before focusing on the communication and media cluster

PERFORMANCE OBJECTIVE: The student will be able to

I. Explain the basic reasons why people work.

II. Identify the three basic categories of occupations.

III. Contribute material to a classroom resource center.

I. The student will be able to explain the basic reasons why people work.

A. Suggested Content

1. Why people work

    a. Provide for basic needs

        (1) Food
        (2) Shelter
        (3) Clothing
        (4) Tools and machines

    b. Provide for wants

        (1) Modern home
        (2) Modern transportation
        (3) Modern appliances
        (4) Recreation

    c. Provide for self-esteem

        (1) Sense of achievement
        (2) Sense of appreciation by others

B. Suggested Teaching-Learning Activities

1. Have the students list things they feel they "need." Ask them to delete those things that they do not have to have in order to survive. Help them to understand that those items remaining are basic needs and those deleted are wants.

2. Explain that needs change. Have the students analyze and discuss the items in "Our Needs Change" on p. 13 of the Supportive Materials. Then ask them to add needs other than basic needs to their lists.

3. Have each student make a list of goods his family uses. Divide the list into necessities and luxuries. Record a list on the board. Relate these goods to why people work in an occupation.

4. Exhibit "Identify Needs and Wants" on p. 14 of the Supportive Materials. Have the class distinguish between needs and wants. Point out that some items may be needs for some but wants for others

5. Have the class describe community attitudes toward persons who refuse to work even though they are able. Discuss the plight of our country if everyone followed their example.

6. Have the students analyze and discuss "Why Work" on p. 15 of the Supportive Materials.

7. Have the students discuss with their parents why they work in their particular occupation. Instruct the students to bring to class five reasons why their parents work. Discuss these reasons in class.

C. Suggested Evaluation

Have each student discuss in writing three reasons why he will work. Base the evaluation on how well he relates his ideas to the concept of why people work.

D. Suggested Resources

1. Resource personnel
    a. Principal
    b. Teachers
    c. Guidance counselors

2. Books
    a. I Find My Vocation
    b. Occupational Information
    c. Occupations and Careers

3. Transparency Masters
    a. "Our Needs Change," p. 13
    b. "Why Work," p. 15

4. Student Materials
    a. "Identify Needs and Wants," p. 14

II. The student will be able to identify the three basic categories of occupations.

A. Suggested Content

1. Definition of occupation

   a. Principal employment role of one's life
   b. Principal business vocation of one's life
   c. Activity in which an adult spends the majority of his time

2. Categories of occupations

   a. Service occupations

      (1) Opposed to production and repair of things
      (2) Work with people more than with things
      (3) About seventy careers in this area; examples: clerical worker, policeman, salesman, beauty operator, dental assistant

   b. Technical-mechanical-building occupations

      (1) Build and repair things
      (2) Deal with manufacturing, building, designing, repair, agriculture
      (3) Thirty percent of all careers found in this area; examples: automobile mechanic, electrician, plumber, draftsman

   c. Professional occupations

      (1) Highest career peaks
      (2) Personal and financial rewards
      (3) Over seventy careers in this area; examples: doctor, engineer, business executive

3. Relation of term occupation to job

   a. Occupations made up of specific jobs.
   b. What one does specifically within occupation in his job.

B. Suggested Activities

1. Have students list jobs of family and friends. Ask them to label each job as professional, technical-mechanical-building, or service.

2. Arrange for the students to create and play games.

   a. Card game
      —list different jobs on 30 index cards--10 professional, 10 technical-mechanical-building, and 10 service.

--players determine which of the three occupational categories will receive a point; e.g., services receive one point; the other two categories receive no points.
--place all cards face down.
--players take turns choosing a card and identifying its proper occupational category.
--the player who draws the most cards relating to the predetermined occupational category wins.

b. Writing game
--divide the class into three teams. Assign each team one of the occupational categories.
--each team lists as many jobs relating to its assigned category as it can in ten minutes.
--the team who lists the most correct jobs wins.

3. Have the class play a commercially prepared game listed in the Suggested Resources below.

4. Arrange for students to role play various jobs and have the class guess the job and the occupational category to which it belongs.

5. Have the students identify jobs and their occupational categories as shown on p. 16 of the Supportive Materials.

6. Have the students differentiate the terms occupation and job.

C. Suggested Evaluation

Refer to the list of jobs on p. 17 of the Supportive Materials. Using this list as a guide, but omitting the occupational category headings, develop a list of jobs to be distributed to the students. Have the students classify each job by the appropriate occupational category. Base the evaluation on the number of correct classifications.

D. Suggested Resources

1. Books
    a. Dictionary
    b. Encyclopedia

2. Booklet
    a. "Start Planning for Your Career"

3. Game
    a. "Career Games Laboratory"

4. Transparency Master
    a. "Occupational Categories," p. 16

III. The student will be able to contribute material to a classroom resource center.

Note: Exploration of the Communication and Media Cluster cannot be accomplished without community involvement. Suggestions are presented for getting both the student and the community involved.

A. Suggested Content

1. People to get involved
    - a. Parents
    - b. Business people
    - c. School people

2. Sources of information
    - a. Professional associations
    - b. Businesses
    - c. Unions

B. Suggested Teaching-Learning Activities

Note: Student involvement is the key to this objective. The student can become involved in writing letters, calling people, contacting businesses who would aid in the exploration of the Communication and Media Cluster.

1. Guide the student in getting parents involved in helping the student.

    a. Compose a letter explaining the career exploration program and asking for their help.

    b. Devise a form which would get parent response concerning their willingness to assist.

    c. Compose a thank-you letter to those willing to cooperate informing them of the date which they will be expected to talk to the class or be visited on a field trip.

2. Guide the student in getting business people in the community involved by helping the student.

    a. Develop a list of businesses in the area of communication and media from the yellow pages, discussion, newspapers, or other sources.

3. Guide the student in securing materials from professional associations and businesses by helping the student:

a. Write letters to different professional associations and unions asking for information concerning careers in their particular area. Names and addresses of professional associations and unions are on pp. 18-22 of the Supporting Materials.

b. Write for booklets, brochures, or leaflets from businesses in the area of communication and media.

c. Make a display or a resource center of career exploration materials as they come into the classroom.

4. The teacher may want to divide the class into committees or teams, each responsible for a particular area or task.

C. Suggested Evaluation

Have the students, as a group or as committees, develop a display or resource center of career materials in communication and media. This display or resource center can be evaluated for adequacy of development.

D. Suggested Resources

1. Resource personnel

    a. Parents
    b. English teacher
    c. School librarian
    d. Business teacher
    e. School administrators
    f. Business people

2. Free and Inexpensive Materials

    a. See the list of materials in the appendix.

SUPPORTIVE MATERIALS
FOR
UNIT ONE

REFERENCE LIST FOR UNIT ONE

Books

1. I Find My Vocation by Harry Dexter Kitson, McGraw-Hill Book Company.
2. Occupational Information by Robert Happock, McGraw-Hill Book Company.
3. Occupations and Careers by Greenleaf, McGraw-Hill Book Company.

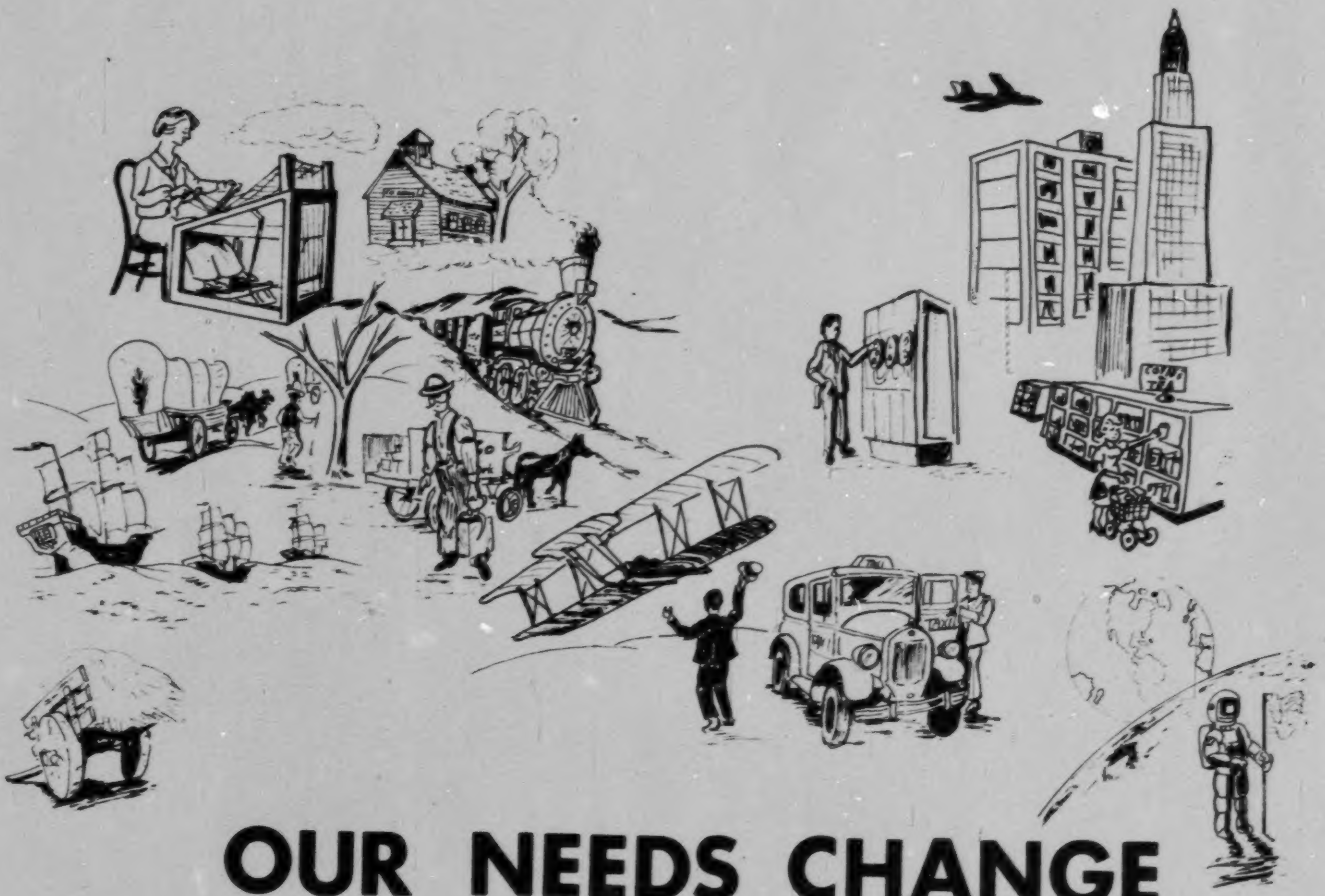
Booklets

1. "Start Planning for Your Career," General Electric Company.

Game

1. "Career Games Laboratory," Educational Progress Corporation.

*Addresses of publishers and distributors can be found in the Appendix.

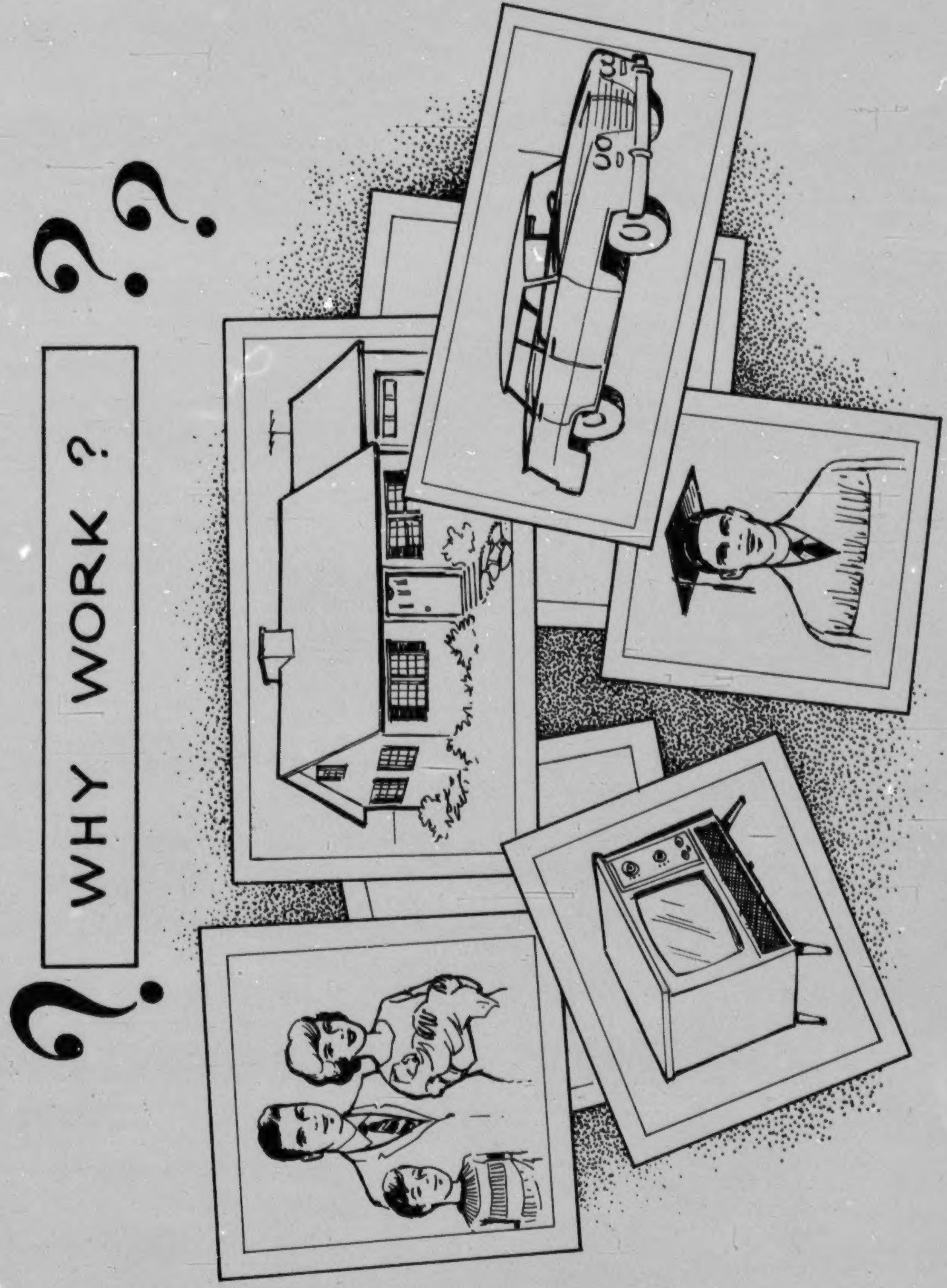


OUR NEEDS CHANGE

S. STATZER CDC UK 1282-1 COMM & MEDIA

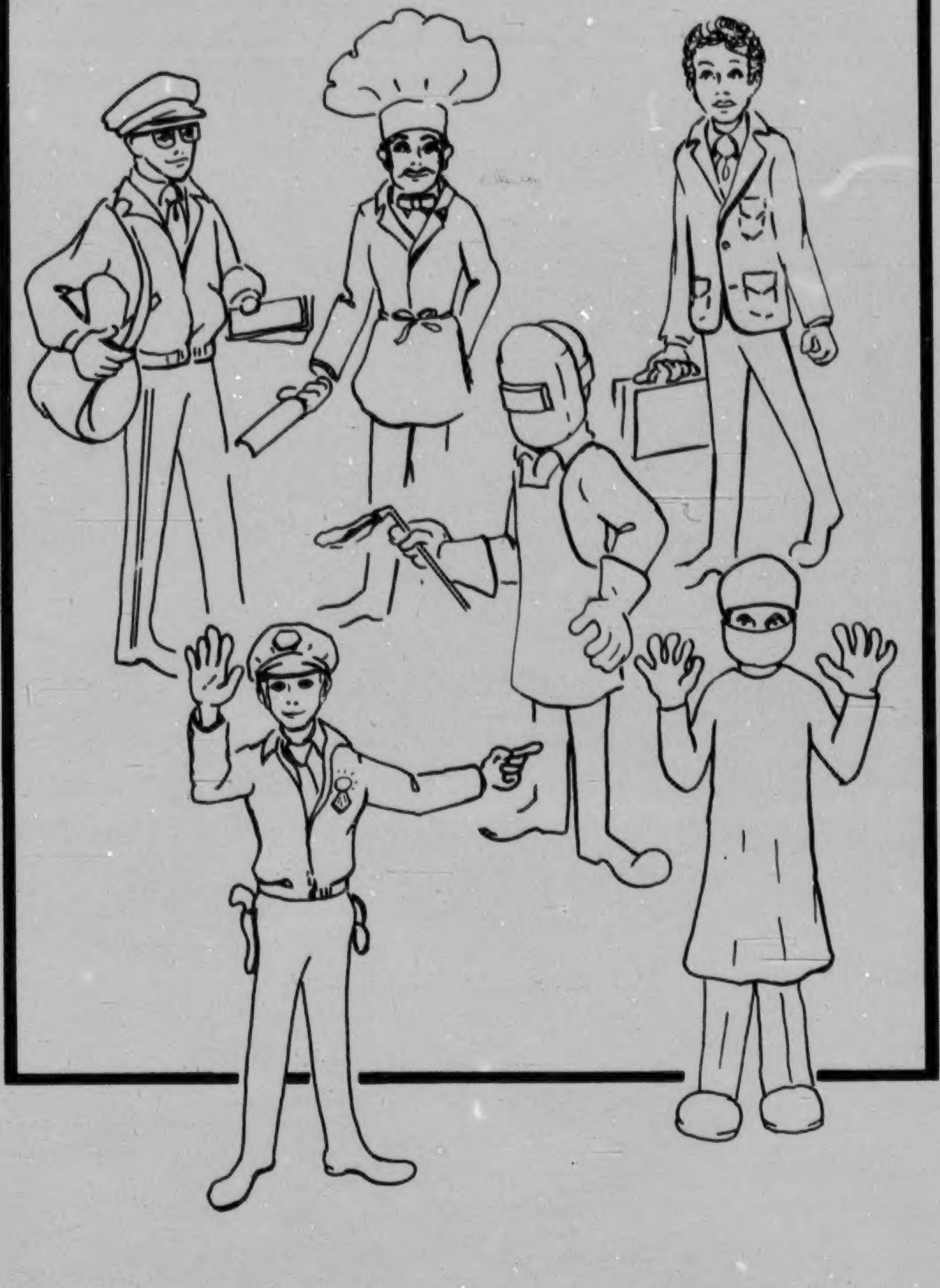
IDENTIFY NEEDS AND WANTS

Clothing
Television sets
Refrigerators
Air conditioners
Ranges
Heating systems
Dishwashers
Laundry detergents
Sheets
Blankets
Automobiles
Houses
Tape recorders
Wigs
Power tools
Vacuum cleaners
Cosmetics
Bicycles
Washers
Dryers
Garbage disposals
Food
Campers
Sewing machines
Hand tools



T. VANTREESE, INST. MATL. LAB., U.K.

OCCUPATIONAL CATEGORIES



G. OWENS, CDC UK 1282-3 COMM & MEDIA

EXAMPLES OF JOBS AND CLASSIFICATION

Professional

Business executive
Dentist
Engineer
FBI agent
Journalist
Lawyer
Military officer
Minister
Performing artist
Pharmacist
Physician
Psychiatrist
Registered nurse
Teacher
Veterinarian

Technical-Mechanical-Building

Airconditioning technician
Automobile body repairman
Business machines serviceman
Carpenter
Draftsman
Electrician
Household appliance serviceman
Machinist
Plumber
Radio serviceman
Stonemason
Surveyor
Telegrapher
Tool and die maker
Typesetter

Services

Ad-layout specialist
Bank teller
Bookkeeper
Disc jockey
Fireman
Medical laboratory assistant
Mortician
News commentator
Newspaper reporter
Nurse's aid
Policeman
Stenographer
Telephone operator
Traffic-travel agent
X-ray technician

Sources of Information

Professional Associations

1. American Advertising Federation
655 Madison Avenue
New York, NY 10021

2. American Association of Advertising Agencies, Inc.
200 Park Avenue
New York, NY 10017

3. American Business Press, Inc.
205 E. 42nd Street
New York, NY 10017

4. American Council on Education for Journalism
Ernie Pyle Hall
Indiana University
Bloomington, IN 47404

5. American Newspaper Publishers Association
750 Third Avenue
New York, NY 10017

6. Career Information Service
New York Life Insurance Co.
Box 51, Madison Square Station
New York, NY 10010

7. Federal Communications Commission
Washington, D.C. 20554

8. Institute of Electrical and Electronics Engineers, Inc.
345 East 47th St.
New York, NY 10036

9. Magazine Publishers Association, Inc.
575 Lexington Avenue
New York, NY 10022

10. National Association of Broadcast Employees and Technicians
135 West 50th Street
New York, NY 10036

11. National Association of Letter Carriers
100 Indiana Ave., N.W.
Washington, D.C. 20001

12. National Association of Television and Radio Announcers
850 Seventh Avenue
New York, NY 10019

Professional Associations (continued)

13. National Federation of Advertising Agencies
5410 Wilshire Blvd.,
Los Angeles, CA 90036

14. National Outdoor Advertising Bureau
711 Third Avenue
New York, NY 10017

15. Printing Industries of America, Inc.
20 Chevy Chase Circle, N.W.
Washington, D.C. 20015

16. Schools and Colleges Committee
International Newspaper Advertising Executives, Inc.
Box 147
Danville, IL 61832

17. Television Bureau of Advertising
1 Rockefeller Plaza
New York, NY 10020

18. Television Information Office (NAB)
666 Fifth Avenue
New York, NY 10019

Unions

1. Alliance of Independent Telephone Unions
Rm. 302, 1422 Chestnut Street
Philadelphia, PA 19112

2. Communications Workers of America
1925 K. St., N.W.
Washington, D.C. 20006

3. International Brotherhood of Bookbinders
1612 K Street, N.W.
Washington, D.C. 20016

4. International Brotherhood of Electrical Workers
1200 Fifteenth Street, N.W.
Washington, D.C. 20005

5. International Printing Pressmen and
Assistants' Union of North America
Pressmen's Home, TN 37850

6. International Stereotypers' and
Electrotypers' Union of North America
10 South La Salle Street
Chicago, IL 60603

Unions (continued)

7. International Typographical Union
   P.O. Box 157
   Colorado Springs, CO 80901

8. Lithographers and Photoengravers International Union
   233 West 49th Street
   New York, NY 10019

9. National Postal Union
   435 13th Street, N.W.
   Washington, D.C. 20004

FREE AND INEXPENSIVE MATERIALS

CAREERS

A Starter File of Free Occupational Literature

B'nai B'rith Vocational Service
1730 M. Street, N.W.
Washington, D.C. 20036

Careers (Single copies available free to teachers and librarians; additional copies 10¢)

Tangley Oaks Educational Center
Mrs. Patricia Filkins, Adm. Editor
801 Green Bay Road
Lake Bluff, Illinois 60044

Careers in Civil Service Jobs

Personnel Division
State Office Building
Frankfort, Kentucky 40601
and
Executive Officer
Inter-Agency Board of U.S. Civil Service Examiners for Kentucky
1712 Heyburn Building
Louisville, Kentucky 40202

Career Opportunities

Career Information Service
New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

"Careers" Kit

South Central Bell Telephone System

Getting the Right Job (Free in classroom quantities)

The Glidden Company
Executive Offices
900 Union Commerce Building
Cleveland, Ohio 44115

Job Scene Series

Department of Economic Security
Counseling Section
New Capitol Annex
Frankfort, Kentucky 40610

Looking Ahead to a Career

U.S. Department of Labor
Bureau of Labor Statistics
Washington, D.C. 20212

Motivational Leaflets on Careers (Set of 10 leaflets; each leaflet covers one area of the curriculum and also suggests careers which relate to this area. Limit of 35 copies. Leaflets currently available are:)

"Thinking of an Office Job?"
"English and Your Career"
"Foreign Languages and Your Career"
"Math and Your Career"

U.S. Department of Labor
Occupational Outlook Service
Bureau of Labor Statistics
441 G Street, N.W.
Washington, D.C. 20212

The Secret of Getting Ahead (limit 15 copies)

U.S. Army Recruiting Command
Commanding General
Attn: Army Opportunities
Hampton, Virginia

Start Planning for Your Career

General Electric Company
Educational Relations Service
One River Road
Schenectady, New York

Guidance Booklets

General Motors Corp.
Public Relations Staff
Detroit, Michigan 48202

UNIT TWO

DEFINITION
OF THE
COMMUNICATION AND MEDIA CLUSTER

UNIT PURPOSE: To define the role of the Communication and Media Cluster in the World of Work

PERFORMANCE OBJECTIVES: The student will be able to

I. Explain the purposes of communication in our society.

II. Name the major forms of communication.

I. The student will be able to explain the purposes of communication in our society.

A. Suggested Content

1. Purposes of communication

   a. To share information
   b. To share news
   c. To share ideas
   d. To share entertainment

B. Suggested Teaching-Learning Activities

1. The teacher may introduce this unit by asking for class reaction to this pretend situation: "Pretend that today you will hear nothing, see nothing, read nothing and write nothing. What will the world around you be like?" Encourage class discussion. Some students may find it enjoyable to express their feelings through art or music.

2. Have the students complete "Communicating by Gestures" on p. 31 of the Supportive Materials. Allow time for the class to share their reactions to each gesture appearing in the exercise. Arrange for several students to do some gestures of their own and have the class guess what is being said.

3. Present the situations listed below one at a time. Ask the class how communication can serve the needs of the people in each case. Then have the students identify the purposes of the communication as to information, news, idea, or entertainment. For example, in the first case the purposes could be "information" and "news."

   a. A tornado is heading toward your community.
   b. You need some advice concerning a dating problem.
   c. Men are heading toward the moon.
   d. Your brother left home this morning to join the navy.
   e. A baseball player breaks the home run record.
   f. A new business is having its grand opening in the shopping center close to your home.
   g. The new TV season begins tomorrow.
   h. You plan to buy a new outfit for the school dance.
   i. You are thinking of a new and helpful idea.
   j. Your family needs a new car.
   k. The U.S. President visits Russia.

4. Have the students complete "Purposes of Communication" on p. 32 of the Supportive Materials.

5. Have the students express ideas on the following well known quotes in relation to communication.

    a. "Silence is golden."
    b. "No news is good news."
    c. "What you don't know won't hurt you."

6. Divide the class into four groups. Assign each group one of the four purposes of communication. Have each group search through newspapers and magazines for articles that relate to its particular purpose. Ask them to bring clippings to class. The student may make a bulletin board display of the clippings.

C. Suggested Evaluation

Have the students write a brief paragraph for each purpose of communication--information, news, ideas, entertainment--explaining how each benefits our society.

D. Suggested Resources

1. Newspapers and magazines

2. Transparency Master

    a. "Communicating by Gestures," p. 31

3. Student Materials

    a. "Purposes of Communication," p. 32

II. The student will be able to name the major forms of communication.

Note: The "forms" of communication are synonymous with "media" in this cluster.

A. Suggested Content

1. Community communication

   a. Mail
   b. Telephone
   c. Telegraph
   d. Newspapers
   e. Radio
   f. Television
   g. Library

2. Personal communication

   a. Books
   b. Magazines
   c. Motion pictures
   d. Photographs and illustrations
   e. Recordings

3. Specialized communication

   a. Satellite
   b. Radar and sonar
   c. Lighthouses
   d. Signals and sign language
   e. Megaphones
   f. Drums
   g. Runners
   h. Museums
   i. Clocks and calendars
   j. Computers
   k. Maps and charts
   l. Greeting cards

B. Suggested Teaching-Learning Activities

1. Refer to the situations in Activity 3 under Objective I on p. 25 . Have the students identify forms of communication (media) that could be used in each situation.

2. Arrange for the students to construct a display of various communication media. Classify each article by community, personal, or specialized communication.

3. Explain that an underlying principle of communication and media is Sender → Message → Receiver. Various activities can be built around this principle.
    a. Have students develop a poster or a bulletin board relating this principle.
    b. Have students complete the exercise "Sender → Message → Receiver" on pp. 33-35 in the Supportive Materials.
4. Have the students study the sign language on p. 36 of the Supportive Materials. Have several students relate messages using the proper signs. Have the class decode the messages.
5. Present the braille which appears on p. 37 of the Supportive Materials. Have the students make their own messages of braille by placing drops of glue on index cards.
6. Assign a report on the Greek runners. Explain that the Olympic games originated from this activity.

C. Suggested Evaluation

Have the students list five forms of communication under the three headings community, personal, and specialized.

D. Suggested Resources

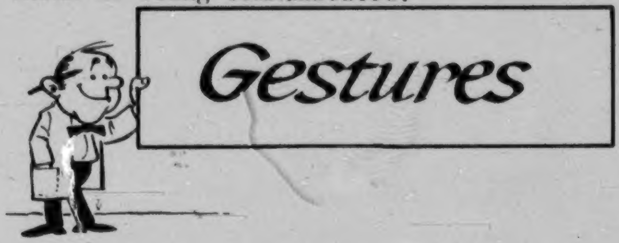
1. Various media that can be brought into the classroom.
2. Transparency Masters
    a. "Principle of Communication and Media," pp. 33-35
    b. "Hand Language for the Deaf," p. 36
    c. "Braille," p. 37

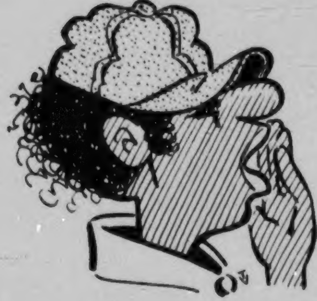
SUPPORTIVE MATERIALS

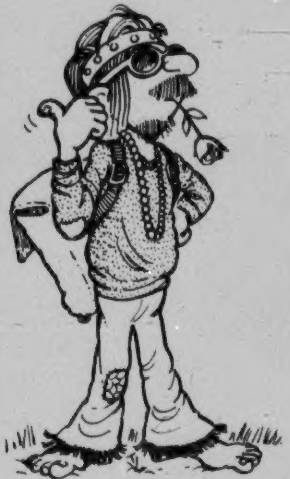
FOR

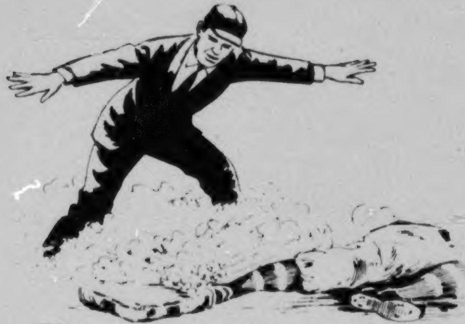
UNIT TWO

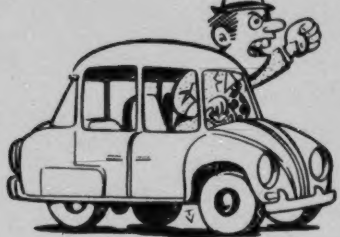
A person can say things without actually speaking. This can be done by using gestures or facial expressions or both. Below are pictures of persons saying things without speaking. In the blank below each picture, write what message you think is being communicated.

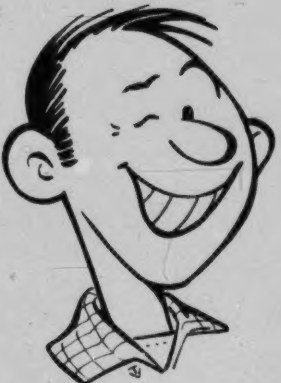












PURPOSES OF COMMUNICATION

DIRECTIONS: Below are the four major purposes of communication. See if you can list under each heading at least two personal experiences that occurred yesterday or today.

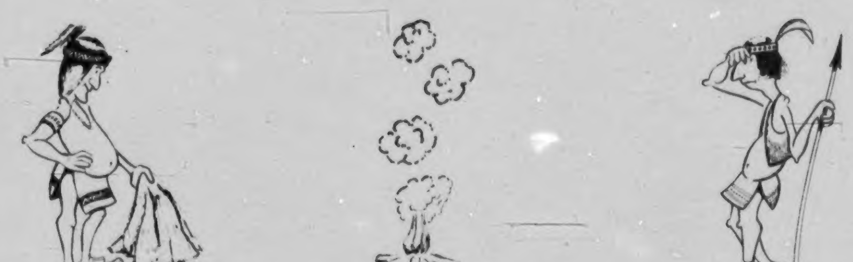
INFORMATION	NEWS	IDEAS	ENTERTAINMENT

PRINCIPLE OF COMMUNICATION AND MEDIA

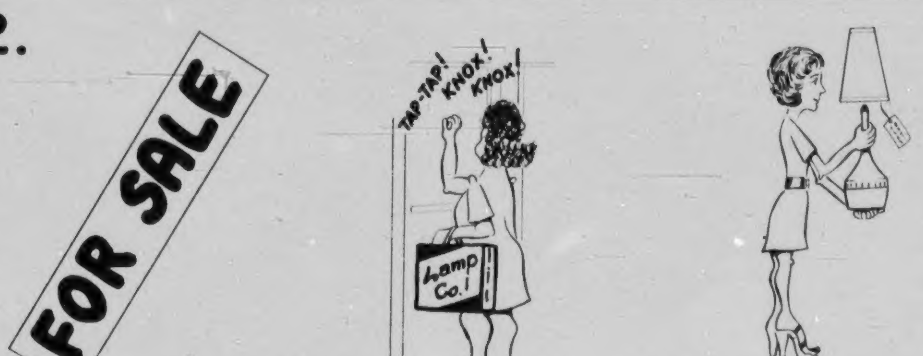
INSTRUCTIONS: An underlying principle of communication and media is Sender → Message → Receiver. The exercise on the following pages include six situations which contain these three items; e.g. in the first situation the Indian on the left is the sender of smoke signals, the smoke is the message, and the Indian on the right is the receiver of the message. See if you can identify the sender, the message, and the receiver in each of the remaining five situations.

PRINCIPLE OF COMMUNICATION AND MEDIA

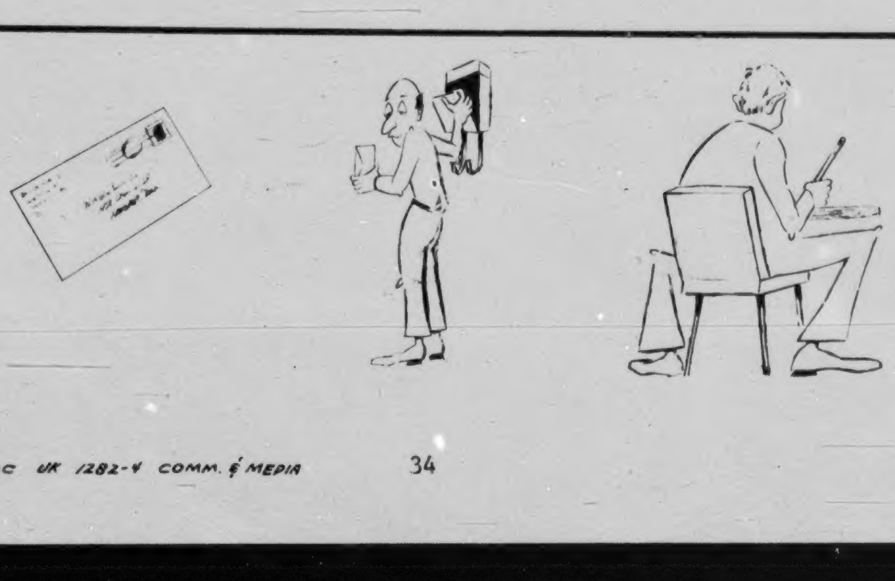
1.



2.

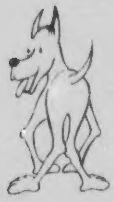

FOR SALE
TAP-TAP! KNOX! KNOX!
Lamp Co.!

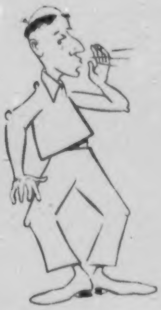
3.

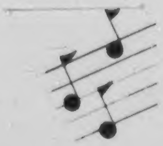


PRINCIPLE OF COMMUNICATION AND MEDIA

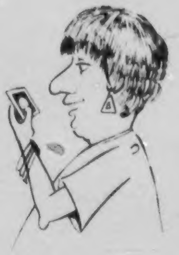
4.

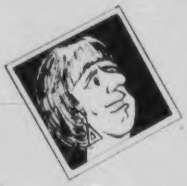


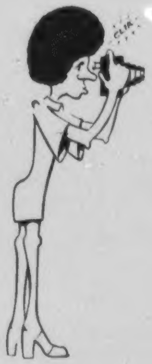




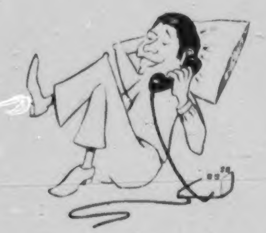
5.

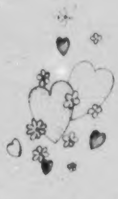


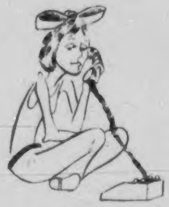




6.







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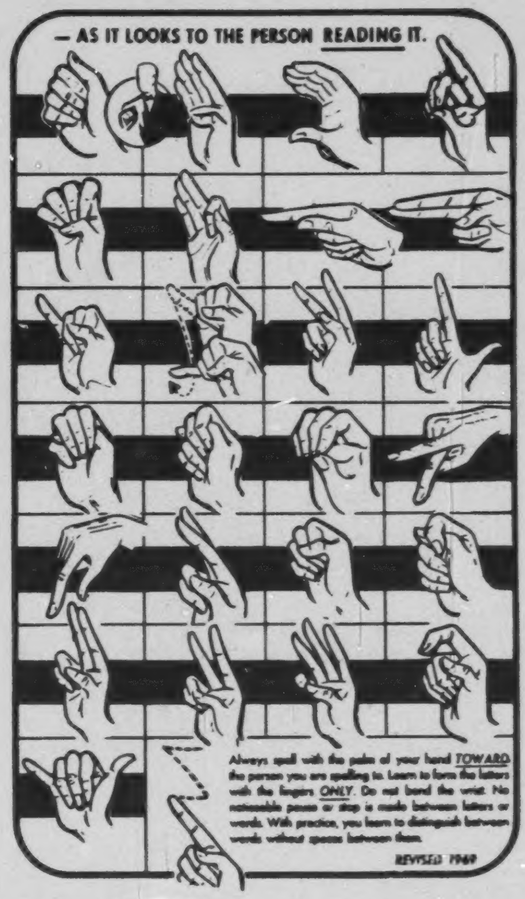
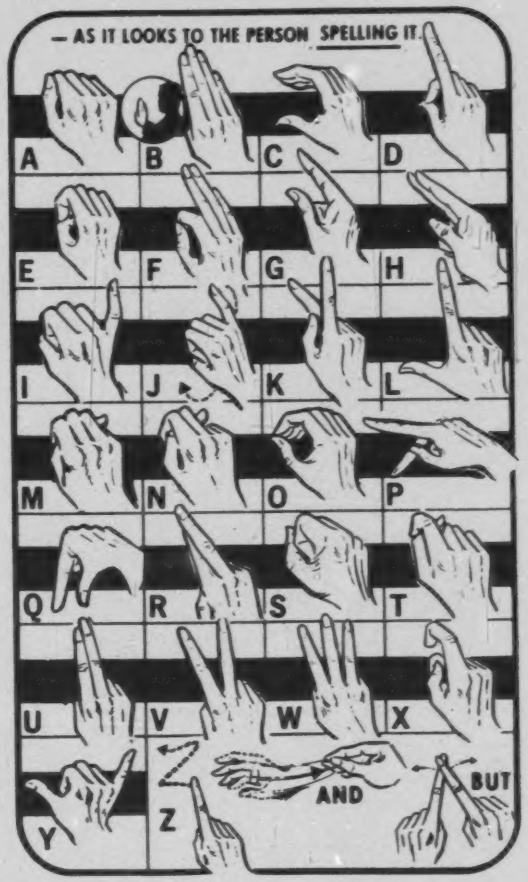
HAND LANGUAGE FOR THE DEAF



— AS IT LOOKS TO THE PERSON **READING** IT.

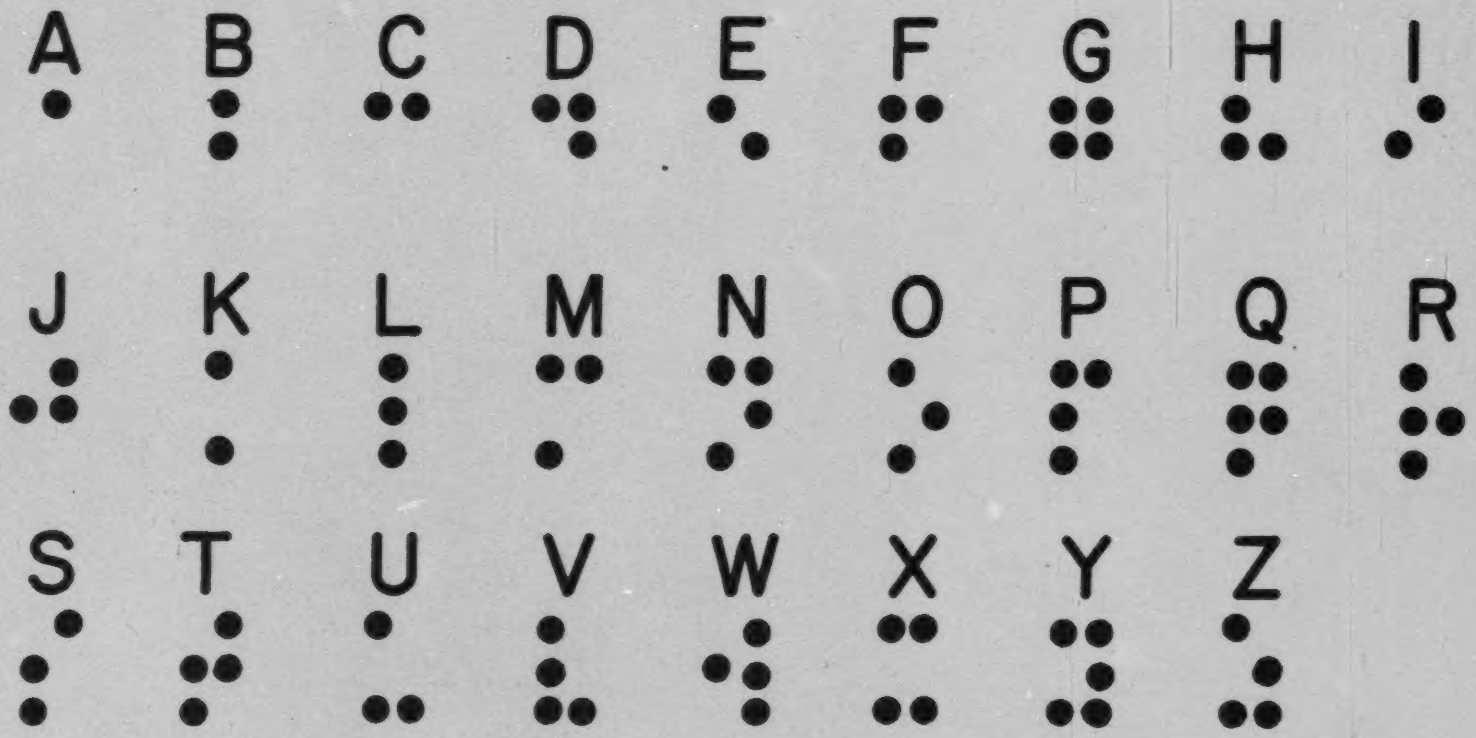
Always spell with the palm of your hand TOWARD the person you are spelling to. Learn to form the letters with the fingers ONLY. Do not bend the wrist. No noticeable pause or stop is made between letters or words. With practice, you learn to distinguish between words without spaces between them.

REVISED 1969



— AS IT LOOKS TO THE PERSON **SPELLING** IT.

BRAILLE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UNIT THREE

EXPLORATION
OF THE
COMMUNICATION AND MEDIA CLUSTER

UNIT PURPOSE: To provide an opportunity for exploration in the Communications and Media Cluster

PERFORMANCE OBJECTIVES: The student will be able to

I. Explain the basic function of each job family in the Communications and Media Cluster.

II. Describe a job in each of the job families in the Communications and Media Cluster.

I. The student will be able to explain the basic function of each job family in the Communications and Media Cluster.

NOTE: We communicate primarily through our senses of sight and hearing, so Unit Three deals basically with common forms of visual and verbal communications and the job families found therein. The highly specialized forms of communication such as sign language for the deaf or braille for the blind will not be dealt with here although the teacher may wish to develop materials and explore job possibilities in these areas as well.

A. Suggested Content

1. Exploration of job families in communications and media

    a. Journalism
    b. Illustration and photography
    c. Motion Pictures
    d. Broadcasting: radio and television
    e. Typography and printing
    f. Telephone and telegraph
    g. Library and Information Science

2. Research experiences in job families

    a. Interviews
    b. Job files
    c. Films, filmstrips, records, etc.
    d. Library work

3. "Hands-on" experiences in job families

    a. Field trips
    b. Simulated activities
    c. Direct experiences

B. Suggested Teaching-Learning Activities

1. The following are suggested activities related to journalism:

    a. Research experiences

        (1) Have students build a job file of opportunities for careers in journalism.
        (2) Analyze the content of a newspaper. Collect and display on the bulletin board different types of written materials found in newspapers (want ads, sports stories, letters to the editor, etc.)
        (3) Interview newspaper workers such as reporters, sports writers, editor, photographer, etc., about their jobs.
        (4) Compare the content of local, state and national newspapers.

(5) Contrast the content of a newspaper with the content of a national magazine.

b. "Hands-on" experiences

(1) Have students take a field trip to a newspaper office.
(2) Plan, develop and produce a class newspaper.

(a) Using job file developed during research experiences identify positions open and qualifications needed to fill the positions. Assign tasks or let students apply for positions.
(b) When positions are filled plan the content and format of the newspaper.
(c) Estimate the cost of the project and have students sell advertising to cover the cost. Estimate the profit on the basis of the number of newspapers to be produced and the price of each.
(d) Proceed with gathering content, selling advertising, writing features, designing layout, production and distribution.

2. The following are suggested activities related to illustration and photography:

a. Research experiences

(1) Have students build a job file of occupational opportunities in illustration and photography.
(2) Interview a local photographer, newspaper illustrator or commercial artist.
(3) Accumulate information related to photographic techniques, darkroom set up, developing techniques, etc. (Note: If local photography shops do not have free hand-outs, the Eastman Kodak Company will supply the class with materials on request.)
(4) Accumulate information about and examples of different techniques used in illustration work.

b. "Hands-on" experiences

(1) Have students take a field trip to a photography shop or studio.
(2) Have students visit a commercial artist, newspaper illustrator, or T.V. illustrator to gather information and learn about techniques and equipment used.
(3) Have students make a pin hole camera (see illustrations on pp. 55-58.
(4) Have students take, develop and display their own pictures.

(a) Take pictures
(b) Using black plastic, a work bench, and plastic developing trays as well as other simple equipment, construct a darkroom in a closet or corner of the classroom. Mix chemicals needed.

        (c) Develop pictures.
        (d) Display photographs on bulletin board.
        (e) Have students figure total cost of the project.

    (4) Select a variety of written material and let students choose one to illustrate:

        (a) Short story
        (b) Current event (editorial cartoon)
        (c) Medical problem
        (d) Poem
        (e) Item for sale
        (f) Space exploration concepts
        (g) Book jacket information

3. The following are suggested activities related to the motion picture industry:

    a. Research experiences

        (1) Have students develop a job file on occupational opportunities in the motion picture industry.
        (2) Study the history of the motion picture industry.
        (3) Collect film catalogues and have students make lists of different types of motion pictures (horror films, cartoons, documentaries, educational, etc.).

    b. "Hands-on" experiences

        (1) Using a purchased or borrowed "home movie" outfit, have students plan, develop and produce a motion picture.

            (a) Using job file developed during research experiences, identify positions open and qualifications needed to fill these positions. Assign tasks or let students apply for positions.
            (b) Plan the content and format.
            (c) Make whatever props, costumes,and back drops needed.
            (d) Hold rehearsals.
            (e) Using a tape recorder, develop sound tract to go with the pictures.
            (f) Show and evaluate the motion picture.
            (g) Determine the production cost.

        (2) Use these alternative suggestions if actual filming is impractical in a given situation.

            (a) Simulate a motion picture using transparencies developed by students.
            (b) Simulate a motion picture using drawings and cut-outs on a roll of paper.

4. The following are suggested activities related to the Broadcasting Industry - Radio and Television:

   a. Research experiences

      (1) Have students develop a job file on occupational opportunities in the broadcasting industry.
      (2) Interview a person from the local radio and/or television station.
      (3) Explore and analyze radio advertising and television advertising. Keep records of the products and time devoted to advertising in a one-hour period.
      (4) Determine the difference between AM and FM radio, and find out how stereo radio programs are transmitted. What is short wave radio? How is educational television financed?

   b. "Hands-on" experiences

      (1) Visit radio and television stations and talk with the personnel.
      (2) If a school intercom is available, develop and produce a broadcast to be aired during the lunch hour or after school.
      (3) Have students bring records from home and simulate the role of a disc jockey.
      (4) Have the student write and record a news broadcast using a tape recorder and the morning newspaper.
      (5) Build a crystal set radio in the classroom. (see instructions pp. 59-60.
      (6) Invite a policeman to bring a patrol car to school and demonstrate how the radio equipment works.
      (7) Simulate a television program using professional hand signals (see pp. 61-64) and student-make equipment.

5. The following are suggested activities related to Typography and Printing:

   a. Research experiences

      (1) Compile a file or make a bulletin board of different styles of lettering (old English, Roman, Block, Gothic, etc.) and different types of printing presses.
      (2) Have students develop a job file on occupational opportunities in typography and printing.
      (3) Develop a list of uses for skills in typography and printing (books, magazines, advertising, information, etc).
      (4) Interview a typesetter from the local newspaper.

   b. "Hands-on" experiences

      (1) Visit a local printing shop or the printing section of the local newspaper.

(2) Visit the printing section of the nearest vocational school.
(3) If possible, make arrangements with a vocational school to let interested students get first-hand experience in some phase of the printing process. (See p. 65)

6. The following are suggested activities related to the Telephone and Telegraph:

   a. Research experiences

      (1) Have students develop a file on job opportunities with telephone and telegraph companies.
      (2) Have students contact the telephone company in order to ascertain if free films and literature on communications are available through them.
      (3) Interview a person from the telephone company.
      (4) Interview a telegraph operator.

   b. "Hands-on" experiences

      (1) Have students visit the local telephone and telegraph offices.
      (2) Have students learn the Morse code (see p. 66) and devise means of sending and receiving messages within the classroom or school.
      (3) Let students devise means of sending messages by voice power (tin-can phones and walkie-talkies).

7. The following are suggested activities related to Libraries and Information Science:

   a. Research experiences

      (1) Interview the school librarian and a librarian from the public library; compare and contrast the jobs.
      (2) Compile a file on job opportunities and job qualifications in library and informational science.
      (3) Research and compile a list of local companies using data processing procedures.
      (4) Investigate and keep records of information storage systems through contact with

          (a) State Education Department
          (b) State Department of Labor
          (c) State Department of Commerce
          (d) State Police
          (e) Local Police

   b. "Hands-on" experiences

      (1) Have students serve as library assistants.
      (2) Have students learn the basic concepts involved in the Dewey Decimal system and other book recordkeeping systems.

(3) Visit the public library and determine if students can locate books by topics and know how to apply for a library card.
(4) Visit a local company using computers and/or an information storage system.

C. Suggested Evaluation

Through written or oral reports have the student explain the basic function of each job family in the Communications and Media Cluster.

D. Suggested Resources

1. Books

a. Opportunities in Technical Writing

b. Your Future in Computer Programming

c. Your Future in Photography

2. Booklets

a. "A Communications and Telephone Program - Telezonia"

b. "Careers in Broadcast News"

c. "Careers in the Business Press"

d. "Careers in Educational Broadcasting"

e. "Careers in Radio"

f. "Careers in Television"

g. "Jobs for Which Junior College, Technical Institute or Other Specialized Training is Uaually Required"

h. "Journalism Scholarship Guide"

i. "Kentucky News Media Directory"

j. "Production Handbook"

k. "SRA Occupational Briefs"

l. "Teletraining for Business Studies"

m. "Television Careers"

n. "Television Production Workbook"

o. "The Big Story"

p. "What Advertising Agencies Are - What They Do and How They Do It"

q. "Your Future in Daily Newspapers"

3. Films

   a. "The Journalist"

4. Magazines

   a. Career World

5. Transparency Masters

   a. "How to Make and Use a Cartridge Pinhole Camera," pp. 55-58

   b. "Foxhole Radio," pp. 59-60

   c. "Television and Hand Cues," pp. 61-64

   d. "A Linotype Keyboard," p. 65

   e. "International Morse Code," p. 66

II. The student will be able to describe a job in each of the job families in the Communications and Media Cluster.

A. Suggested Content

1. Method of in-depth study
    - a. Interview
    - b. Observation
    - c. Resource people in the classroom
    - d. Media
    - e. Literature

2. Information to secure
    - a. Specific job title name
    - b. Employment outlook
        - (1) Present
        - (2) Future

3. Nature of work
    - a. Duties performed
    - b. Advantages of the job
    - c. Disadvantages of the job
    - d. Working conditions
        - (1) Salary
        - (2) Hours
        - (3) Fringe benefits

4. Personal qualities required
    - a. Interests
    - b. Physical abilities
    - c. Mental abilities

5. Qualifications for employment
    - a. Formal education
    - b. On-the-job training
    - c. Previous work experience

B. Suggested Teaching-Learning Activities

1. The teacher should aid the student in narrowing down his interest to a particular job within the job family.
NOTE: Previous learnings should provide the base for the student to narrow his choice to a particular job title within a job family.

2. The teacher should hold each student responsible for exploring in-depth and securing information as outlined under content.

3. The teacher should aid each student in planning his strategy for the in-depth study. Assistance should be given in setting up interviews, locating resource people, or securing media.

4. The resource file developed by the student in objective I, Unit Three, provides an excellent base from which to secure exploratory ideas.

5. The student, with aid from the teacher, should develop a form for recording information while interviewing, observing, or studying the literature.

6. The teacher should have each student report orally to the class concerning the specific jobs observed. Time should be allowed for questions and discussions.
   NOTE: The teacher may make the decision that individual in-depth exploration is not feasible due to lack of time and teacher preference. In-depth study can be conducted in groups or even as a total class.

7. Involve the student in studying occupational briefs.

8. Involve the student in an in-depth investigation of literature and media concerning various jobs.

C. Suggested Evaluation

Through written or oral reports have the student describe one job in each of the job families.

D. Suggested Resources

1. Students' own job files developed under Performance Objective I, Unit Three.

2. Resource People

   a. Guidance Counselor

3. School and public library

4. Book

   a. Dictionary of Occupational Titles

SUPPORTIVE MATERIALS

FOR

UNIT THREE

REFERENCE LIST FOR UNIT THREE

Books

1. Opportunities in Technical Writing by Jay R. Gould, Career World Book Service.
2. Your Future in Computer Programming by Sidney Davis, Career World Book Service.
3. Your Future in Photography by James E. Kraemer, Career World Book Service.

Booklets

1. "A Communications and Telephone Program-Telezonia," Teachers guide, American Telephone and Telegraph Company.
2. "Careers in Broadcast News," Radio Television News Directors Association.
3. "Careers in the Business Press," American Business Press.
4. "Careers in Educational Broadcasting," National Association of Educational Broadcasters.
5. "Careers In Radio," National Association of Broadcasters.
6. "Careers in Television," National Association of Broadcasters.
7. "Jobs for Which Junior College, Technical Institute or Other Specialized Training is Uaually Required," Occupational Outlook Service.
8. "Journalism Scholarship Guide," The Newspaper Fund, Inc.
9. "Kentucky News Media Directory," South Central Bell.
10. "Production Handbook," University of Kentucky Television.
11. "SRA Occupational Briefs," Science Research Associates.
12. "Teletraining for Business Studies," A teachers guide, American Telephone and Telegraph Company.
13. "Television Careers," a bibliography, Television Information Office.
14. "Television Production Workbook," by Herbert Zetti, Wadsworth Publishing Company, Inc.
15. "The Big Story," Society of Professional Journalists

16. "What Advertising Agencies Are - What They Do and How They Do It," American Association of Advertising Agencies.

17. "Your Future in Daily Newspapers," American Newspaper Publishers Association Foundation.

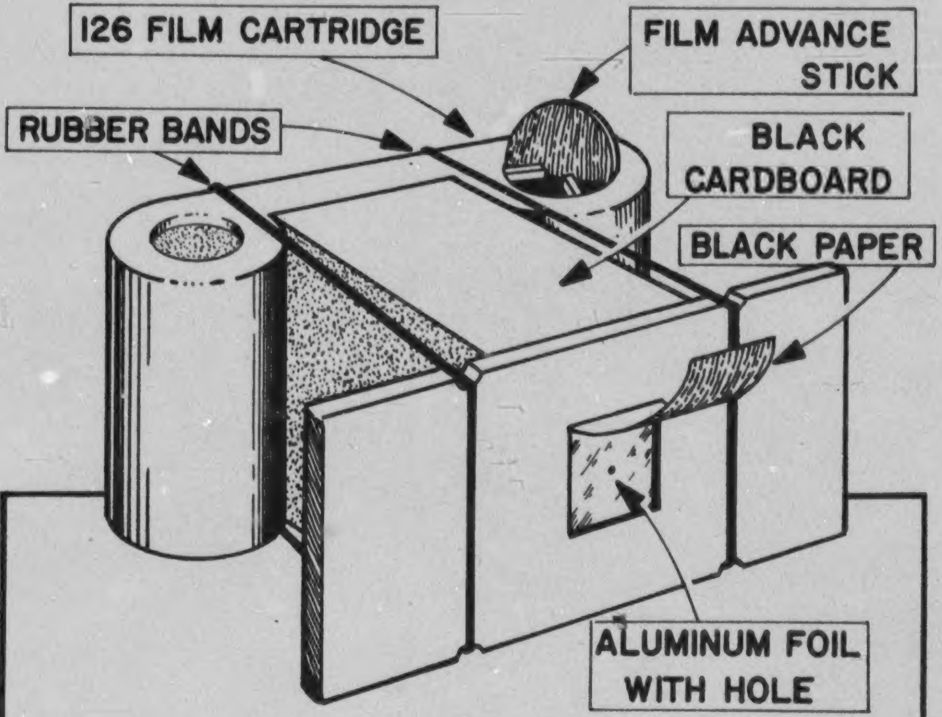
Films

1. "The Journalist," Modern Talking Pictures.

Magazines

1. Career World, Vol. 2., No. 7., Mid-March 1974, Curriculum Innovations Inc.

HOW TO MAKE AND USE A CARTRIDGE PINHOLE CAMERA

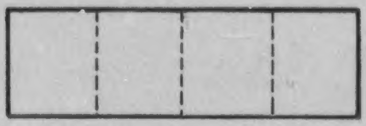

126 FILM CARTRIDGE
FILM ADVANCE STICK
RUBBER BANDS
BLACK CARDBOARD
BLACK PAPER
ALUMINUM FOIL WITH HOLE

MATERIALS

1 cartridge Kodak Verichrome Pan Film 126
1 piece black cardboard, 1 1/4 by 5 3/4 inches
1 piece black cardboard, 1 1/2 by 2 3/4 inches, with 1/2 inch square opening cut in center
1 piece aluminum foil, 1 inch square
1 piece black paper, 1 inch square
1 wooden tongue depressor
2 rubber bands
1 No. 10 sewing needle
black masking tape

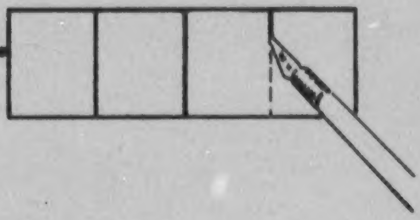
....MAKING THE CAMERA

1.



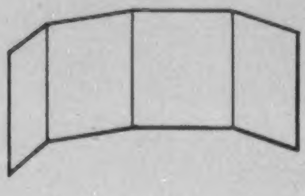
Measure and mark the large piece of black cardboard into four sections, each 1 7/16 inches wide.

2.



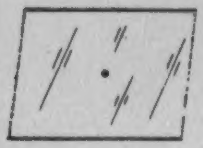
Using a knife, cut through the top layer of cardboard along each of the lines. This will make it easier to fold the cardboard. Don't cut yourself.

3.



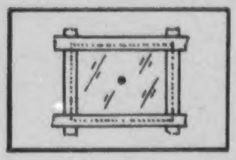
Fold the cardboard into a box and tape the edges together with the black tape. This is your camera box.

4.



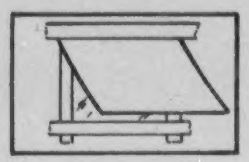
Using only the point of the sewing needle, make a very tiny pinhole in the center of the aluminum foil.

5.



Center the pinhole in the foil over the square opening in the small piece of cardboard. Tape the foil to the cardboard on all four edges.

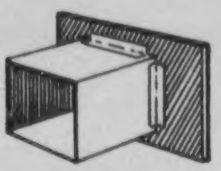
6.



Put the small piece of black paper over the pinhole and tape it along the top edge.

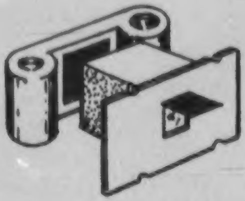
....MAKING THE CAMERA

7.



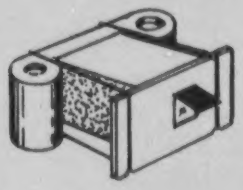
Tape the small cardboard to the box. Use plenty of tape and make sure all the edges are taped together so no light can get into the camera box.

8.



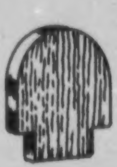
Put the camera box into the square opening in the film cartridge. This should be a tight fit so that no light can get into the camera.

9.



Use the two rubber bands to hold the camera in place.

10.



Trim the wooden stick so it will fit the round opening in the cartridge and turn the film.

WINDING THE FILM FOR PICTURE-TAKING

When you turn the stick, the yellow paper in the window should move. The film has borders and numbers printed on it. By turning the stick slowly until the third and fourth numbers in each series show in the window, you'll put the film in the proper position for picture-taking.

TAKING THE PICTURE

YOUR CAMERA MUST BE VERY STILL WHILE YOU'RE TAKING A PICTURE. You can't snap pictures as you do with a regular camera. You must keep your camera still by taping it to a rock, car fender, chair, table, or windowsill.

To take a picture on sunny days: Uncover the pinhole and count "one-thousand-one, one-thousand-two." Then cover the pinhole.

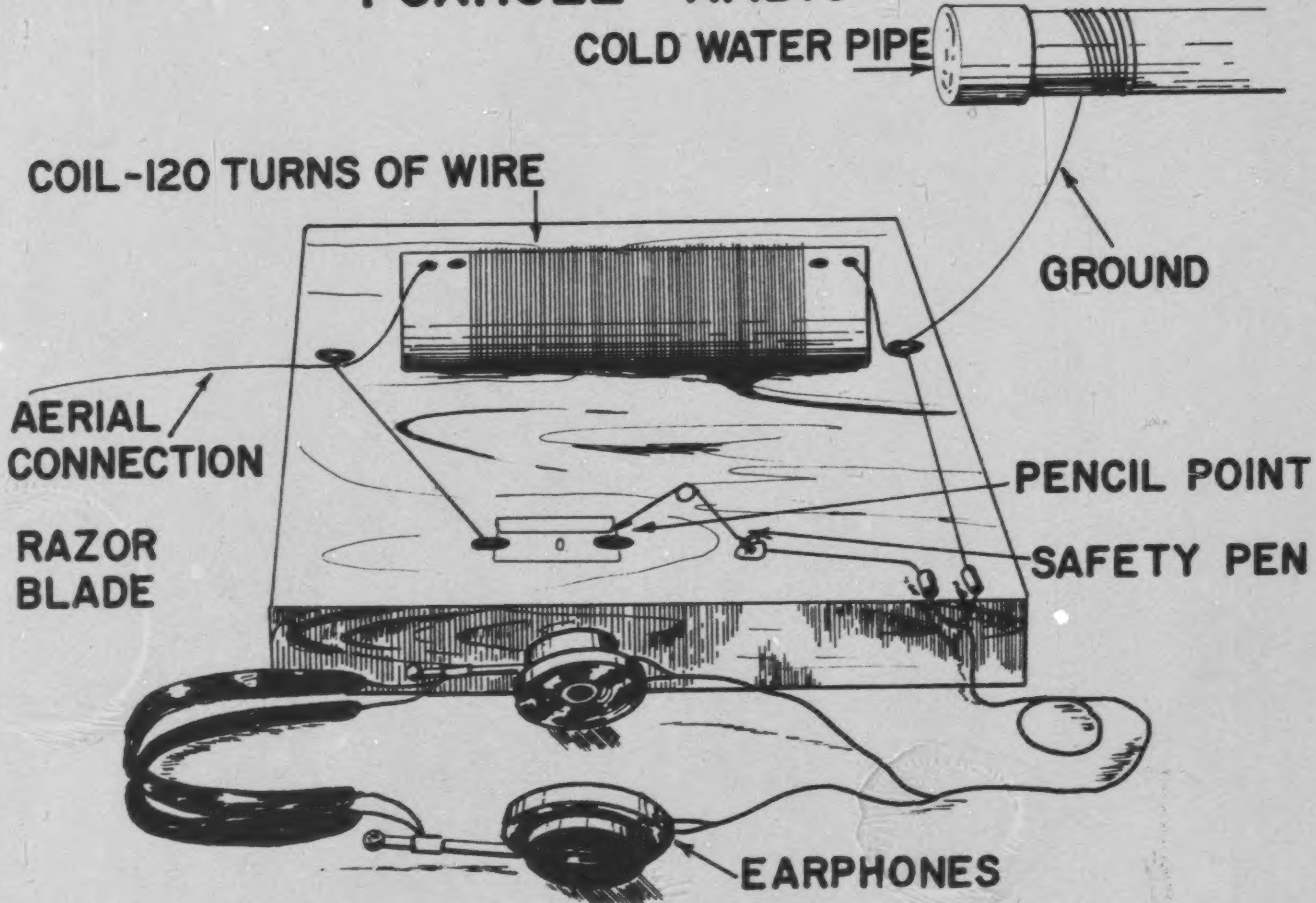
To take a picture on cloudy days: Uncover the pinhole and count "one-thousand-one, one-thousand-two, one-thousand-three," etc., up to one-thousand-eight. Then cover the pinhole.

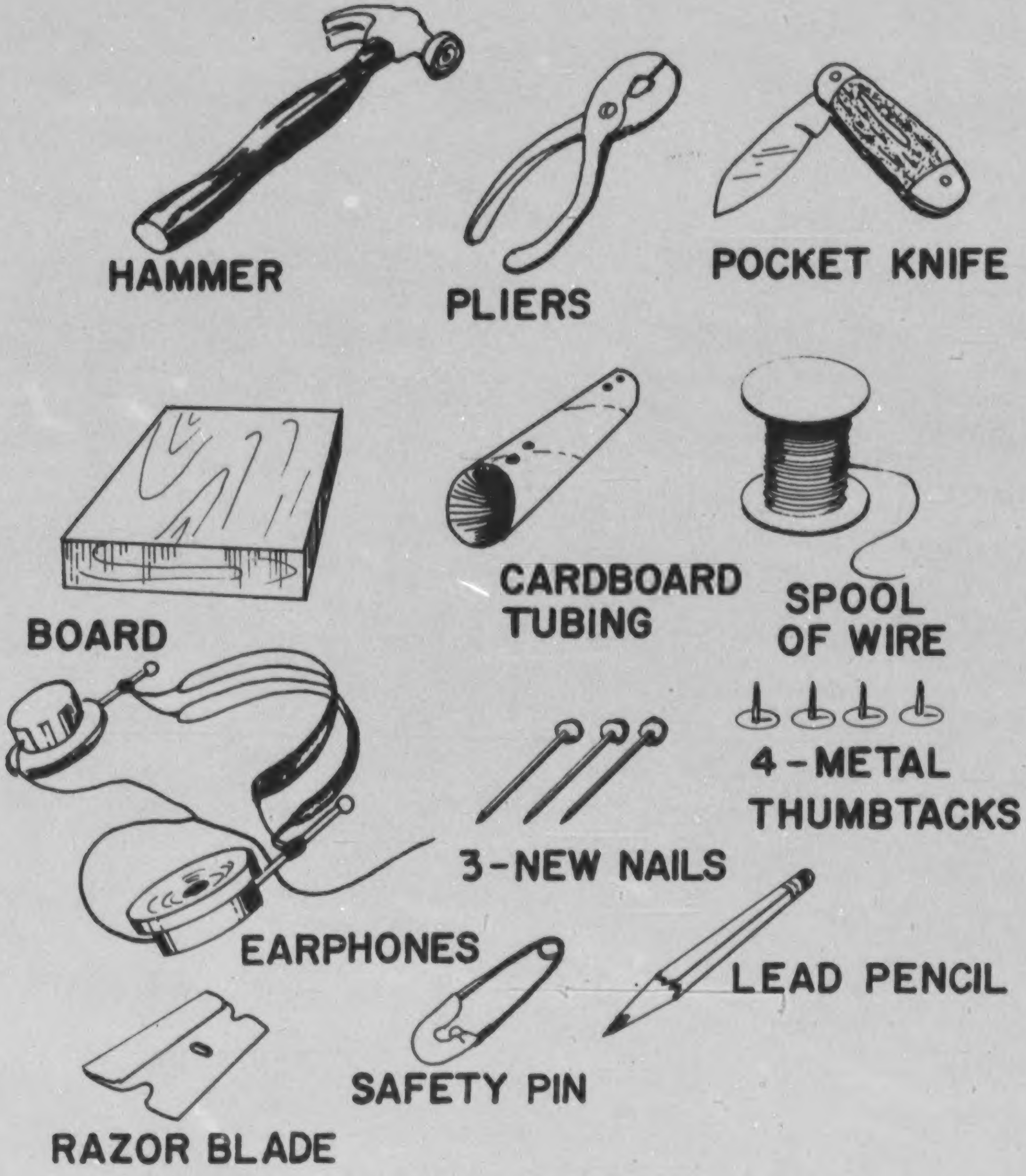
Wind the film after taking each picture. After the last picture wind the film until all the yellow paper has passed the window. Then you can take the camera apart.

HAVING THE FILM DEVELOPED

Take your film to a drugstore or a photo shop for developing. Do not break open the film cartridge. Opening the cartridge will ruin your pictures. Send in the whole cartridge for developing. You'll get 12 black-and-white prints from one cartridge of film.

FOXHOLE RADIO


COLD WATER PIPE
COIL-120 TURNS OF WIRE
GROUND
AERIAL CONNECTION
PENCIL POINT
RAZOR BLADE
SAFETY PEN
EARPHONES


HAMMER
PLIERS
POCKET KNIFE
BOARD
CARDBOARD TUBING
SPOOL OF WIRE
4-METAL THUMBTACKS
3-NEW NAILS
EARPHONES
LEAD PENCIL
SAFETY PIN
RAZOR BLADE

TOOLS NEEDED TO BUILD A "FOXHOLE" RADIO

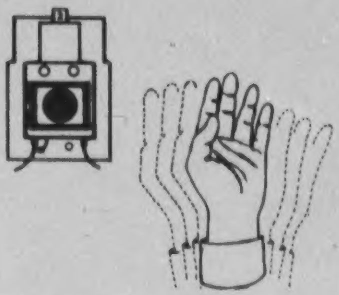
S. STATZER CDC UK 1282-17 COMM & MEDIA

TELEVISION HAND CUES

HAND CUES

STAND BY -

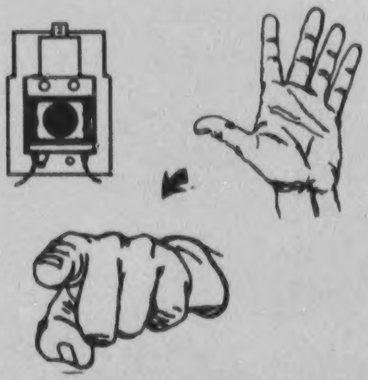
hold out an open hand with slight side-to-side motion away from body



STAND BY

ON THE AIR -

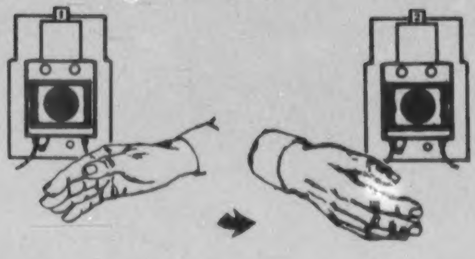
bring hand forward in a sweeping motion from stand-by position to a direct point at talent



STAND-BY & "YOU'RE ON"

WAVE -

move arm in a broad sweep from stand-by position on 1st camera to stand-by position on 2nd camera (tells talent of camera angle change on him)



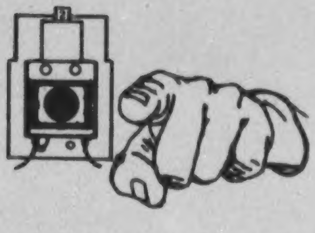
WAVE

COURTESY OF UKTV, 1282-12 COMM & MEDIA

TELEVISION HAND CUES

RAP or SPEED-UP -

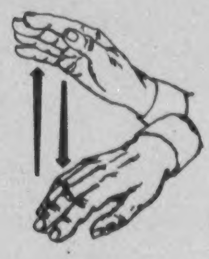
make circular motion with hand, forefinger pointed at talent (faster motion denotes urgency)



RAP
or
SPEED -UP

GET OUT -

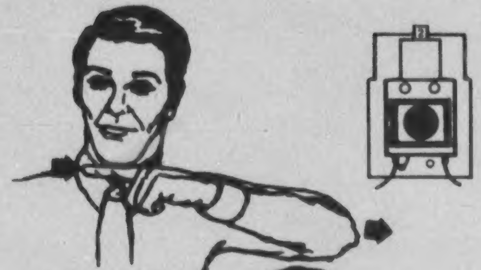
wave to talent in good-bye fashion (tells talent to make a smother but immediate close)



GET OUT
or
GOOD-BYE

CUT -

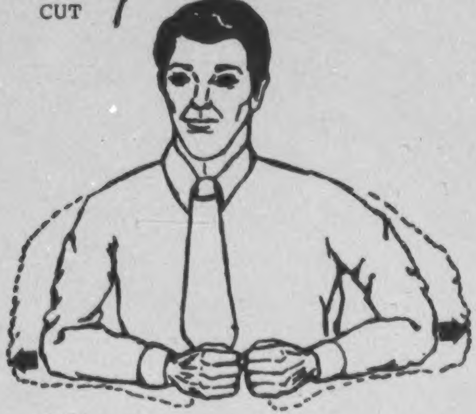
motion as if cutting your throat (tells talent to stop)



CUT

STRETCH or SLOW DOWN -

use both hands in motion like pulling taffy



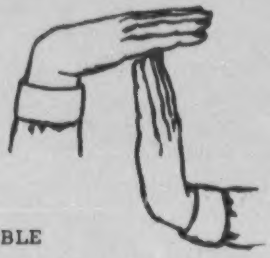
STRETCH or SLOW DOWN

COURTESY OF UNTV, 1282-13 COMM & MEDIA

TELEVISION HAND CUES

TROUBLE

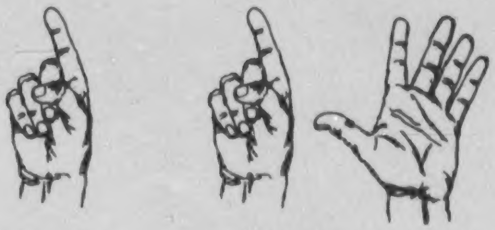
form a capital "T" with both hand held open



TROUBLE

10 MIN. - 1 MIN. -

hold up as many fingers as number of minutes

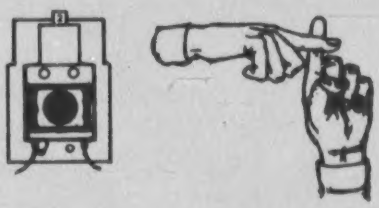


1 MIN. 6 MIN.

METHOD FOR 1-10 MIN.

1/2 MIN. -

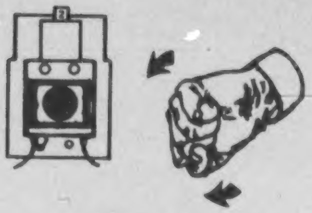
cross the forefingers of both hands



1/2 MIN.

15 SEC. -

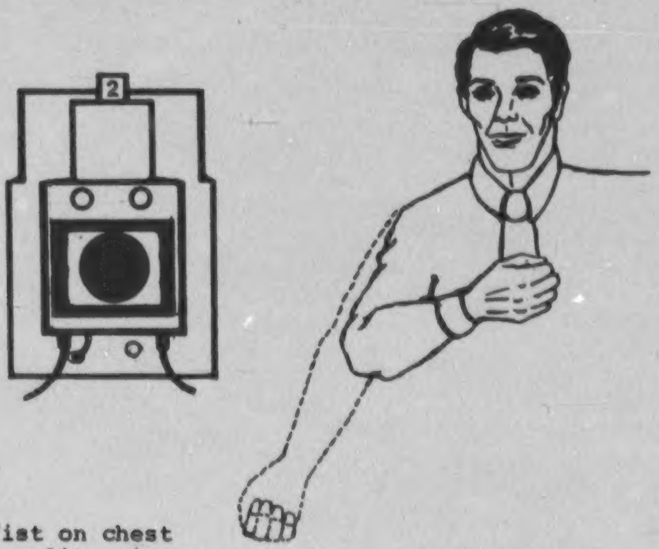
shaking and twisting a fist at talent



15 SEC.

COURTESY OF OKTV, 1282-14 COMM & MEDIA

TELEVISION HAND CUES



MIKE -

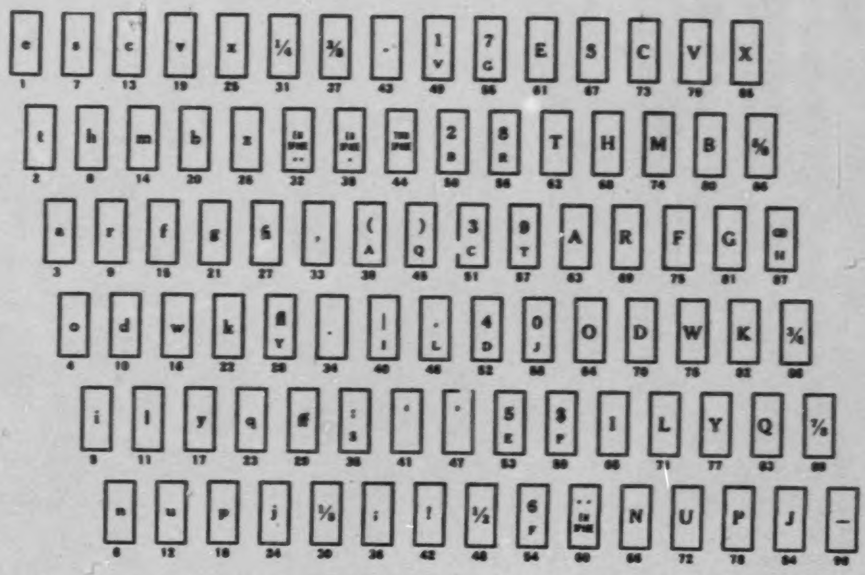
pound fist on chest
where lavalier mic
would hang (denotes
audio problem, asks
talent to be careful
of his mic)

Throughout production the FM is also responsible for filling in where ever immediate help is needed on the floor. (pulling cable, moving props, etc.) If a special stage crew is assigned for moving props during production, the FM is also responsible for cueing them.

When a production is completed the FM acts as both overseer and participant in the striking of the set. No one's job is done until everything is put away. The FM should know the responsibilities of the other crew positions and insure that the studio is cleared and prepared for the next production.

COURTESY OF UKTV, 1982-18 COMM & MEDIA

Standard 90-character keyboard with fractions keyboarded. This is a variation of DIAGRAM 12, with fractions substituting seven other characters in the magazine.


e s c v x ¼ ⅜ - 1 V 7 G E S C V X
t h m b z 2 B 8 R T H M B ⅝
a r f g fi , (A) Q 3 C 9 T A R F G H
o d w k fl Y . | I . L 4 D 0 J O D W K ¾
i l y q ff : S ' ' 5 E $ P I L Y Q ⅞
n u p j ⅛ ; ! ½ 6 F N U P J —

A LINOTYPE KEYBOARD.......

International

MORSE CODE

A	•–	N	–•
B	–•••	O	–––
C	–•–•	P	•––•
D	–••	Q	––•–
E	•	R	•–•
F	••–•	S	•••
G	––•	T	–
H	••••	U	••–
I	••	V	•••–
J	•–––	W	•––
K	–•–	X	–••–
L	•–••	Y	–•––
M	––	Z	––••

T. VANTREESE, C.D.C., KENTUCKY

UNIT FOUR

EDUCATIONAL OPPORTUNITIES
IN THE
COMMUNICATION AND MEDIA CLUSTER

UNIT PURPOSE: To provide information relating to opportunities for training in the Communication and Media Cluster.

PERFORMANCE OBJECTIVES: The student will be able to

I. List sources of information concerning training in communication and media.

II. List general educational requirements for a career in communication and media.

III. List training areas available for receiving occupational training in communication and media.

IV. List the steps to follow in order to become trained in one job of interest in communication and media.

I. The student will list sources of information concerning training in communication and media.

A. Suggested Content

1. Sources of information

a. Individuals

(1) Parents
(2) Teachers
(3) Guidance personnel
(4) Other students
(5) People in communication and media occupations

(a) Newspapers, magazines, books
(b) Radio, television, motion pictures
(c) Telephone and telegraph
(d) Postal services

b. Agencies

(1) State Employment Service
(2) Civil Service Office
(3) U.S. Government Agencies
(4) Navy, Army, Air Force, Marine Corps
(5) Public library (See reference librarian for help)

c. Literature

(1) School catalogs and brochures
(2) Business brochures
(3) Military occupational handbooks

B. Suggested Teaching-Learning Activities

1. Invite into the classroom a college student majoring in communication and media. Let him discuss whom he talked with or where he received the most information concerning training in communication and media.

2. Invite into the classroom a person successfully employed in the area of communication and media. Let him discuss his primary sources of information concerning training in communication and media.

3. Involve the student in studying school catalogs and brochures from different educational agencies.

4. Invite recruiting officers from the military services to talk to the class about communication and media careers in the service.

5. Have the student write a paper entitled "Whom Would I Talk With If I Wanted Information Concerning My Educational Future?"

C. Suggested Evaluation

Have each student compile a list of information sources concerning educational opportunities in communication and media. Then have the student select three primary sources and explain how he plans to use them. Base the evaluation on the suitability of the plan to the source.

D. Suggested Resources

1. Resource People
    - a. Parents, teachers, students
    - b. Guidance personnel
    - c. Military personnel
    - d. People employed in communication and media

2. Booklets, pamphlets and brochures
    - a. School catalogs and brochures
    - b. "Career Information Service"
    - c. "Facing Facts About Your College Careers"
    - d. "Facing Facts About Career Opportunities for the High School Graduate"
    - e. "How to Express Yourself Vocationally"
    - f. "Jobs for Which a High School Education Is Preferred, But Not Essential"
    - g. "Jobs for Which a High School Education Is Generally Required"
    - h. "Jobs for Which Apprenticeship Training Is Available"
    - i. "Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required"
    - j. "Jobs for Which a College Education Is Usually Required"
    - k. "Need a Lift? To Educational Opportunities, Careers, Loans, Scholarships, Employment"
    - l. "No, You Don't Have to Go To College"

3. Student Materials
    - a. "Field Trip Report," p. 82

II. The student will be able to list general educational requirements for a career in communication and media.

A. Suggested Content

1. Educational requirements for Journalism

    a. High school education or its equivalent required
    b. Knowledge of mechanics of English language necessary

        (1) Emphasis on spelling, punctuation, and sentence structure
        (2) Flair for journalistic news style of short, fact-filled sentences, precise vocabulary, and detached viewpoint necessary for writing positions

    c. College or journalism degree usually required by large metropolitan newspapers.
    d. General aptitude or related experiences to journalistic work rather than college degree, usually required by smaller newspaper.

2. Educational requirements for Illustration and Photography

    a. Requirements for commercial artists or illustrators

        (1) High school education plus training in commercial art required
        (2) Some on-the-job training to qualify for other than strictly routine work needed by beginning artists
        (3) Strong educational background in art, the liberal arts, and business practice needed by art directors

    b. Requirements for photographers

        (1) High school education plus two or three years of on-the-job training in a commercial studio is minimum requirement for professional photographers
        (2) Some photographers trained in 3-year apprentice programs
        (3) Some young people learn photographic skills while serving in Armed Forces

3. Educational requirements for Broadcasting and Motion Pictures

    a. Requirements for workers who prepare and produce programs

        (1) High school education minimum requirement for entry jobs
        (2) Training in specialized areas such as writing, public speaking, dramatics, designing, and makeup usually required for beginners

(3) College training increasingly preferred for many jobs

(a) Liberal arts education good qualification for beginner because industry needs broadly educated people with knowledge and interests in many areas

b. Requirements for workers who operate and maintain equipment

(1) Technical training in electronics required for entry jobs
(2) College education preferred for some engineers
(3) Federal Communications Commission (FCC) Radiotelephone First Class Operator License required for anyone who operates or adjusts broadcast transmitter

c. Requirements for administrative and sales people

(1) Business course in high school, vocational school, business school, and/or college good preparation

4. Educational requirements for Typography and Printing

a. High school education or equivalent minimum requirement for entry job

(1) Knowledge of mechanics of English language--spelling, grammar, punctuation--important
(2) Knowledge of basic mathematics important

b. Apprenticeship common method of entry into industry

(1) In some instances, only means by which one may be trained to become a journeyman (skilled worker)
(2) Training includes classroom or correspondence study in related technical subjects, plus on-the-job training
(3) Apprenticeships in printing trade usually last from four to six years
(4) Applicants generally required to be between 18 and 30 years old
(5) Applicants must pass a physical examination

5. Educational requirements in Telephone and Telegraph

a. Requirements for telephone and telegraph operators

(1) High School education required
(2) Companies furnish on-the-job training

b. Requirements for workers who test, maintain, and repair switching equipment and other central office equipment

   (1) High school or vocational school education minimum requirement for entry job

      (a) Basic principles of electricity and electronics desired

   (2) Preemployment aptitude tests usually given to applicants
   (3) Classroom instruction and on-the-job training furnished by most companies

c. Requirements for workers who install equipment

   (1) High school or vocational school education minimum requirement for entry job
   (2) Those with some college education, especially engineer majors, hired
   (3) Preemployment mechanical aptitude tests given to applicants
   (4) On-the-job training received by new employees

d. Requirements for workers who construct and maintain lines and cables

   (1) High school or vocational school education minimum requirement for entry job
   (2) Knowledge of basic principles of electricity, and especially electronics, helpful
   (3) Preemployment aptitude tests given to applicants
   (4) Classroom instruction and on-the-job training usually received by new employees

e. Requirements for workers who install and service telegraphs and telephones and PBX systems for customers

   (1) High school or vocational school minimum requirement for entry job
   (2) Preemployment aptitude test given to applicants
   (3) Classroom instruction and on-the-job training received by new employees.

B. Suggested Teaching-Learning Activities

1. Students can review occupational briefs in the literature to determine general educational requirements.

2. A panel of resource people can be interviewed from the different job family areas of communication and media.

3. A panel of students can be formed with each job family area represented by one student. Dialogue can be stimulated through questions concerning the educational requirements for success in communication and media.

4. The guidance counselor can visit the class and discuss the educational requirements for success in communication and media.

C. Suggested Evaluation

Compile a list of general educational requirements for both communication and media and other occupational areas. Have student select those educational requirements required for success in communication and media. Evaluate the student based on the number of correct selections made.

D. Suggested Resources

1. Resource People

    a. Guidance personnel
    b. School librarians
    c. Business people

        (1) Newspaper and magazine publishers
        (2) Television and radio companies
        (3) Printing shops
        (4) Telephone and telegraph companies

    d. Students

2. Printed material

    a. Refer to Books, Pamphlets, and Brochures under "Suggested Resources" in Objective I of this unit.

III. The student will be able to list training areas available for receiving occupational training in communication and media.

A. Suggested Content

1. Training areas available

   a. Home
   b. High school
   c. Trade or vocational school
   d. Technical school
   e. Community or junior college
   f. Four year college and universities
   g. Armed Services
   h. On-the-job training

2. Training area dependent upon level at which individual plans to enter the occupation

B. Suggested Teaching-Learning Activities

1. Ask guidance counselor to discuss with the student training areas available, location of areas, and requirements for entry.

2. Resource people from different areas of communication and media can be involved in discussing the areas where they received their training.

3. Field trips under teacher supervision can be taken to vocational schools, colleges and universities, and businesses to see the possibilities for receiving training. Have the students complete the Field Trip Report on p. 82 of the Supportive Materials section.

4. Set up an educational display showing materials from different educational agency sources which the student can study.

C. Suggested Evaluation

1. Have the student write a brief report "Where I Would Go To Receive Training in Communication and Media." Base the evaluation on the adequacy of the content listed in this objective.

2. Compile a list of training areas available for communication and media. Have the student select three areas he feels most important and tell why.

D. Suggested Resources

1. Resource personnel

   a. College and university public-relations individuals
   b. Students
   c. Workers

IV. The student will be able to list the steps to follow in order to become trained in one job of interest in communication and media.

A. Suggested Content

1. Identify primary sources of information.

a. Suggested Content under Objective I of this unit

2. Identify general educational requirements.

a. Suggested Content under Objective II of this unit

3. Identify primary training areas available.

a. Suggested Content under Objective III of this unit.

B. Suggested Teaching-Learning Activities

1. Involve the student in selecting one job of interest and determining the steps to follow in order to become trained in that job.

a. Example - newspaper reporter

(1) Sources of information

(a) Local newspaper reporter
(b) Teacher of journalism

(2) Areas training needed

(a) Writing
(b) Language
(c) Speaking

(3) Places where training could be obtained

(a) Home
(b) High school newspaper
(c) College or university

2. Select different successful resource people in communication and media from the community. Let these individuals discuss the steps they followed in order to reach their success level in terms of the three areas in the content outline.

3. The teacher can set up individual or group counseling sessions involving the student and parents, guidance counselor, or people employed in communication and media.

4. The student can review material in the resource center secured during the exploration phase of the guide.

C. Suggested Evaluation

Have student prepare a written or oral report concerning the steps to follow in order to become trained in a specific job in the communication and media. Base the evaluation on the number and the accuracy of the steps he includes as presented in the content.

D. Suggested Resources

1. Resource people
    a. Guidance counselor
    b. Parents
    c. People employed in communication and media
2. Information presented under Suggested Content of Objectives I, II, and III of this unit.

SUPPORTIVE MATERIALS

FOR

UNIT FOUR

REFERENCE LIST FOR UNIT FOUR

Booklets

1. "Facing Facts About Career Opportunities for the High School Graduate," Free. The Prudential Insurance Co.

2. Free booklet about the career of your choice. Career Information Service, New York Life Insurance Company.

3. "How to Express Yourself Vocationally," American Personnel and Guidance Association

4. "Jobs for Which a High School Education Is Preferred, But Not Essential"
   "Jobs for Which a High School Education Is Generally Required"
   "Jobs for Which Apprenticeship Training Is Available"
   "Jobs for Which Junior College, Technical Institute, or Other Specialized Training Is Usually Required"
   "Jobs for Which a College Education Is Usually Required"

   Superintendent of Documents

5. "Need a Lift? To Educational Opportunities, Careers, Loans, Scholarships, Employment," The American Legion

6. "No, You Don't Have to Go to College," Changing Times, Kiplinger Magazine.

*Addresses of publishers and distributors can be found in the Appendix.

FIELD TRIP REPORT (Date) ____________

1. Place of visit: ____
2. Time: ______________________________ Date: ______________
3. Purpose of trip: ____
4. Areas and specialties we plan to see: ______________________________
5. People we met: ____
6. Brief summary of trip: ____
7. What did you enjoy most about the trip: ________________________

UNIT FIVE

EVALUATION OF SELF IN RELATION TO A CAREER IN THE COMMUNICATION AND MEDIA CLUSTER

UNIT PURPOSE: To provide a means for relating self to requirements for success in the communication and media cluster

PERFORMANCE OBJECTIVES: The student will be able to .

I. Identify general characteristics and competencies needed for success in a communication and media occupation.

II. List the factors to consider in deciding on a career in communication and media.

III. Identify counseling sources available for giving aid in making a career choice.

IV. Inventory self in relation to a career in communication and media.

I. The student will be able to identify general characteristics and competencies needed for success in a communication and media occupation.

A. Suggested Content

1. Knowledge of basic intellectual tools required for success

   a. Reading
   b. Arithmetic
   c. Communication (written and oral)

2. Desirable social-personal qualities required for success

   a. A pleasing personal appearance

      (1) Grooming
      (2) Poise
      (3) Voice
      (4) Posture

   b. Enthusiasm
   c. Honesty and dependability
   d. Initiative and ambition
   e. Friendliness
   f. Cooperation and courtesy
   g. Punctuality
   h. Self confidence and control
   i. Businesslike manner

3. Physical characteristics or traits required for success

   a. Speech
   b. Hearing
   c. Dexterity
   d. Color discrimination
   e. Physical strength (in some instances)

B. Suggested Teaching-Learning Activities

1. Involve the student in discussing the subject "The Most Interesting Person I Know and Why He Will be a Success in His Occupation."

2. Involve the student in making a list of "The Traits I Possess Which Will Aid Job Success." Put a cumulative list on the board and discuss.

3. Involve the student in writing a brief report on the subject "Why I Like or Dislike People."

4. Involve the student in discussing the importance of matching physical characteristics to a particular job to aid in success. Consider those traits listed in item 3 under Suggested Content.

C. Suggested Evaluation

Have the student list and discuss general characteristics which he feels he possesses which will aid in his success in communication and media. Base the evaluation on the adequacy of the discussion.

D. Suggested Resources

1. Resource Personnel
    a. Guidance counselor
    b. School librarian
2. Books, pamphlets, films
    a. See Free and Inexpensive Materials in the Appendix, pp. 123-129
3. Job Descriptions
    a. See Job Families and Occupational Listings in the Appendix, pp. 109-122

II. The student will be able to list the factors to consider in deciding on a career in communication and media.

NOTE: The objective is to involve the student in reviewing the information secured during the exploration phase concerning the different jobs in communication and media.

A. Suggested Content

1. Factors to study

   a. Employment outlook

      (1) Present
      (2) Future

   b. Nature of work

      (1) Duties performed
      (2) Advantages of the job
      (3) Disadvantages of the job
      (4) Working conditions

         (a) Salary
         (b) Hours
         (c) Fringe benefits

   c. Personal qualities required

      (1) Interests
      (2) Physical abilities
      (3) Mental abilities

   d. Qualifications for employment

      (1) Formal education
      (2) On-the-job training
      (3) Previous work experience

B. Suggested Teaching-Learning Activities

1. The teacher should involve the student in reviewing the information secured concerning the different job families and job titles during the exploration phase of the guide.

2. Involve the student in reviewing occupational briefs pp.109-122 in the appendix.

3. The students may gather additional information concerning a particular job title or job family from selected sources of interest.

4. Student interest in a particular job family or job title may facilitate the need for an additional resource person or field trips to secure additional information.
5. Involve the students in giving oral reports concerning the job titles or job family which they have studied in depth.

C. Suggested Evaluation

Have the student write a brief summary of the occupation or job family he is most interested in exploring.

D. Suggested Resources

1. Resources used will depend on student needs and interest.
2. Student Materials
   a. "Job Families and Occupational Listings," pp. 109-122

III. The student will be able to identify counseling sources available for giving aid in making a career choice.

A. Suggested Content

1. Sources of counseling

a. Parents

(1) Very interested in their child's career choice and their opinions should be carefully considered

b. Guidance counselors

(1) Trained especially for counseling students about occupations

(2) Have many sources of occupational information

c. Teachers

(1) Teachers of special subjects a good source of information

d. Religious counselors

(1) Have special training and are sources of occupational information and guidance

e. Division of Economic Security

(1) Concerned with employment and unemployment programs

(2) A source of testing, counseling, job placement, and labor market information

f. Persons employed in a communication and media occupation

(1) Newspaper
(2) Commercial artist
(3) Photographer
(4) TV, radio, motion picture producer
(5) TV, radio, motion picture technician
(6) Printer
(7) Telephone operator, lineman, or cable splicer

B. Suggested Teaching-Learning Activities

1. Involve the student in a round-table discussion on the subject "The First Person I Talk to When I Have a Problem."

2. Conduct a teacher-led, student-involved discussion on the definition of guidance and also the sources of guidance. The transparency on p. 98 of the Supportive Materials can serve as an outline.

C. Suggested Evaluation

Have the student list three primary sources of guidance he would use and explain why. Base the evaluation on the discussion, either oral or written, of his guidance choices.

D. Suggested Resources

1. Resource people
   a. Principal
   b. Teachers
   c. Guidance counselors
   d. Parents
   e. Religious counselors
   f. Division of Economic Security Personnel
   g. Workers
2. Transparency Master
   a. "Counseling Sources" in the Supportive Materials, p. 98

IV. The student will be able to inventory self in relation to a career in communication and media.

A. Suggested Content

1. Each person a unique individual

2. Personal qualities to consider

    a. Interests

        (1) People do best what they enjoy
        (2) Satisfaction results from selection of an occupation associated with one's interests

    b. Academic ability

        (1) One's capacity to perform
        (2) Each person different in this area
        (3) One's academic ability determined by:

            (a) Testing (written or oral)
            (b) Demonstrating (overtly)

    c. Physical ability

        (1) Different careers make different demands on health and physical abilities

        (2) Career which enables the use of personal qualities leads to success

B. Suggested Teaching-Learning Activities

1. Involve the student in discussing, "If I Could Have any Job I Want, Which Would I Choose?"

2. Have the student tell which job family he is most interested in at this point and tell why.

3. Involve the student in listing three jobs in communication and media that he is most interested in at this time and have him tell why. The teacher will want the student to collect all pertinent information available concerning the job.

4. Have each student write an autobiography. These autobiographies may be read in class. A sample outline for an autobiography may be found on p. 99 of the Supportive Materials.

5. Involve the student in completing the self-picture checklist. A sample can be found on p. 100 of the Supportive Materials.

6. The teacher may have the students (under the direction of guidance counselor) take the Kuder Interest Inventory or the Strong Vocational Interest Inventory. The guidance counselor must be involved in determining the results.

7. Involve the student in completing the form - "Who Am I." A sample form can be found on pp. 101-102 of the Supportive Materials.

8. Involve the student in completing a form - "Grade Analysis." A sample form can be found on p. 103 of the Supportive Materials.

9. Set up group counseling sessions for the student involving guidance counselors or other counselors.

   NOTE: These sessions will be to interpret information compiled on a general basis.

10. Plan individual counseling sessions for the student to discuss specific abilities in relation to specific job families or jobs.

11. Motivate the student to discuss with their parents discovered abilities and interests in relation to a career in communication and media.

12. Involve the student, counselors, and parents in comparing discovered abilities and interests with the job family or specific jobs the student has shown the greatest amount of interest in. Student analysis and occupational analysis forms would be cf great value here.

13. Involve the student in completing the form, "My Future Plan." A sample form can be found on p. 104 of the Supportive Materials.

C. Suggested Evaluation

Have the student take one job or one job family and identify reasons why he will or will not study the job or job family in greater depth. The reasons identified will be in relation to his particular characteristics and abilities. Evaluate the student based on the number of reasons given and the discussion of those reasons.

D. Suggested Resources

1. Resource people

   a. Guidance counselor
   b. Parents
   c. Religious counselor
   d. Personnel in the Office of Economic Security
   e. Personnel in business and industry

2. Books

   a. Career Information in Counseling and Teaching

   b. How to Get a Better Job

   c. I Find My Vocation

3. Student Materials

   a. "Sample--Autobiography Outline," p. 99.

   b. "Self-picture Checklist," p. 100.

   c. "Who Am I?" pp. 101-102.

   d. "Grade Analysis," p. 103.

   e. "My Future Plans," p. 104.

SUPPORTIVE MATERIALS

FOR

UNIT FIVE

REFERENCE LIST FOR UNIT FIVE

Books

1. Career Information in Counseling and Teaching by Lee Isaacson; Allyn and Bacon, Inc., pp. 12-15
2. How To Get A Better Job by Austin Marshall; Appleton-Century, New York, Chapter 3.
3. I Find My Vocation by Harry Dexter Kitson; McGraw-Hill, Chapter 9.
4. Free and Inexpensive Materials See list of materials in Appendix, pp. 123-129.

COUNSELING SOURCES

1. Parents
2. Guidance Counselors
3. Teachers
4. Religious Counselors
5. Counselors Employed at the Division of Economic Security
6. Persons Employed in the Occupation

SAMPLE - AUTOBIOGRAPHY OUTLINE

I. Early years
    A. Place of birth
    B. Date of birth
    C. Early life experiences and remembrances

II. Family
    A. Number in family
    B. Number of brothers and sisters
    C. Favorite family hobby

III. Experiences in school
    A. First five years in school
    B. From fifth grade till now

IV. Friends
    A. Who are they
    B. Things enjoyed together

V. Things liked or disliked

VI. Future Goals
    A. Career
    B. Educational
    C. Other

SELF-PICTURE CHECKLIST

Place an X in the column which best describes the student.

	Always	Usually	Sometimes	Never
1. Honest				
2. Happy				
3. Friendly				
4. Sad				
5. Serious				
6. Sensitive				
7. Jealous				
8. Popular				
9. Shy				
10. Clumsy				
11. Show-off				
12. Afraid				
13. Kind				
14. Modest				
15. Proud				
16. Lazy				
17. Neat				
18. Thrifty				
19. Even-tempered				
20. Dependable				
21. Angry				
22. Moody				
23. Open-minded				
24. Unreasonable				
25. Demanding				

WHO AM I?

1. What occupation in communication and media would you engage in if given a choice? Why? ____________________

____

2. How did you become interested in this occupational area in communication and media? ____________________

3. What are your plans for the future as they relate to this occupation?

____

4. What are your favorite hobbies? ____________________

____

5. What subjects do you like in school? ____________________

____

6. What subjects do you dislike? ____________________

____

7. Do you enjoy being indoors or outdoors? ____________________

8. What clubs do you enjoy being a member of? ____________________

____

9. What special abilities do you possess? ____________________

____

10. What sports activities do you excel in? ____________________

____

11. In what areas do your friends ask advice? ____________________

____

12. What would you consider to be your richest areas (personal habits or personal activities)? ____________________

____

13. How well do you get along with other people, friends, teachers, parents, etc.? ____________________

14. What are the reasons you do not get along with some of the people mentioned above? ______________________________

____

15. What satisfaction would you like to get from your work? ______________

____

16. What vital information about yourself would interest an employer? Why?

____

____

17. What jobs have you engaged in which you really enjoyed? ______________

____

18. Why did you enjoy these jobs? ______________________________

____

19. What jobs have you engaged in which you really disliked? ______________

____

20. Do you think you would prefer to work with people or alone? Why?

____

21. What physical limitations do you possess? ______________________________

____

22. Are there any working conditions you would avoid due to your health?

____

23. If you could have any job in communication and media you wanted, which would you choose? Why? ______________________________

____

24. What are your future ambitions or goals? ______________________________

____

GRADE ANALYSIS

Note: The purpose of this form is to involve the student in analyzing his grades in relation to a future career choice.

1. In what subjects do you have the highest interest?____________________

2. In what subjects do you have the lowest interest?____________________

3. In what subject areas do you receive the highest grades?______________

4. In what subject areas do you receive the lowest grades?______________

5. Did you get the highest grades in the subjects in which you worked you hardest? Explain.____________________

6. How well do your grades represent your working ability?______________

7. How well do your grades represent your ability to memorize?__________

8. What is the relationship between your grades and your reading ability?

MY FUTURE PLANS

1. Have you made a tentative career choice in relation to communication and media? ____________________

2. What is that choice? ____________________

____

3. What caused you to make that decision? ____________________

____

4. What are your plans now in relation to your career choice? ____________________

____

____

5. What knowledges and skills do you possess that will aid your success in your career choice? ____________________

____

____

6. What areas do you need additional knowledge, help, or skills in order to be a success in your career choice? ____________________

____

____

7. Where are some places you plan to visit or people you plan to talk with in order to gain additional knowledge or skills concerning your tentative career choice? ____________________

____

____

8. What is your next step in reaching your tentative career choice? ____________________

____

____

APPENDIX

NAMES AND ADDRESSES
OF
PUBLISHERS AND DISTRIBUTORS

Allyn and Bacon, Inc.
150 Tremont Street
Boston, MA 02111

American Business Press
204 E, 42nd Street
New York, NY 10017

American Legion, The
Dept. S. P.O. Box 1055
Indianapolis, IN 46206

American Newspaper Publishers
Association Foundation
P.O. Box 17407
Dulles International Airport
Washington, DC 20041

American Personnel and
Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, DC 20009

Appleton - Century - Crofts
Education Division Meredith Corp.
440 Park Ave., S.
New York, NY 10016

Career World Book Service
501 Lake Forest Ave
Highwood, IL. 60040

Changing Times
Kiplinger Magazine
1729 H. Street, N.W.
Washington, DC 20006

Curriculum Innovations Inc.
501 Lake Forest Ave.
Highwood, IL 60040

Educational Progress Corporation
8538 East 41st Street
Tulsa, OK 74145

General Electric Company
Educational Relations Service
One River Road
Schectady, NY 12306

John Day Company, Inc., The
257 Park Avenue South
New York, NY 10010

McGraw-Hill Book Company
330 West, 42 Street
New York, NY 10036

Modern Talking Pictures
c/o Client Service
2323 New Hyde Park Rd.
New Hyde Park, NY 11040

National Association of
Broadcasters
Public Relations
1771 N. Street N.W.
Washington, DC 20036

National Association of
Educational Broadcasters
Publications Office
1346 Connecticut Ave. N.W.
Washington, DC 20036

Newspaper Fund, Inc., The
P.O. Box 300
Princeton, NJ 08540

New York Life Insurance Co.
Box 51, Madison Square Station
New York, NY 10010

Occupational Outlook Service
U.S. Dept. of Labor
441 G. Street N.W.
Washington, DC 20212

Prudential Insurance Company,
The
Box 36, Public Relations Dept.
Newark, NJ 07101

Radio Television News Directors
Association
Mr. Rob Downey, RTNDA Executive
Secretary
c/o WKAR, Michigan State
University
East Lansing, Mich. 48824

Science Research Associates
250 E Erie
Chicago, IL 60611

Society of Professional Journalists , The
Sigma Delta Chi
35 E. Wacker Dr.
Chicago, IL 60601

South Central Bell
State Public Relations Office
Box 538
Louisville, KY 40201

Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402

Television Information Office
745 5th Avenue
New York, NY 10022

University of Kentucky Television
Taylor Education Building
Lexington, KY 40506

Wadsworth Publishing Company, Inc.
Belmont, CA 94002

JOB FAMILIES AND OCCUPATIONAL LISTINGS[1]

FOR

COMMUNICATION AND MEDIA CLUSTER

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[1] taken from Directory of Occupational Titles (Washington: United States Department of Labor, 1970) and Occupational Outlook Handbook (Washington: United States Department of Labor, 1972.)

A. JOURNALISM

1. Reporters

   a. General Assignments - Collects and analyzes facts about newsworthy events by interview, investigation, or observation, and writes stories to prescribed editorial techniques and format.

   b. Foreign Correspondent - Reports stories, articles, and news items by mail, telephone, radio, or telegraph from locations distant from publication.

   c. Feature Reporter - Writes stories of humorous, interpretative, narrative, or otherwise subjective character, usually with emphasis placed on writing style and personal viewpoint of the reporter.

   d. Rewrite Man - Writes news copy for publications from written or telephone notes supplied by reporters.

   e. News Specialist, Syndicate - Writes syndicated news articles for newspaper publications.

2. Copy and Proof Readers

   a. Copy Reader - Edits and corrects newspaper or magazine copy. Writes headlines preparatory to printing.

   b. Braille Proofreader - Compares proof copy of Braille transcription with original copy. Requires thorough knowledge of Braille.

   c. Proofreader - Reads proof of type setup to detect and mark for correction of any grammatical, typographical, or compositional errors.

3. Columnists and Critics

   a. Columnist - Writes feature column, appearing periodically in newspaper or magazine, based on personal observations and experience with subject matter. May specialize in areas such as sports, fashions, politics, society.

   b. Editorial Writer - Writes comments on topics of current interest to stimulate or mold public opinion in accordance with viewpoints and policies of publication.

   c. Critic - Writes critical reviews of literary or artistic works for newspapers or periodicals. May specialize in areas such as drama, movies, music.

4. Manuscript Analysts

   a. Book Critic - Reads and evaluates book manuscripts to determine suitability for publication, and reader appeal.

   b. Reader, First - Reads submitted magazine manuscripts to select those suited for publication on basis of literary merit and probable reader interest.

5. Specialized Personnel

   a. Crossword Puzzle Maker - Devises and creates crossword puzzles for publication.

   b. Librarian - Keeps file on news items, microfilm, and other material for use by editorial and reportorial staff.

   c. Translator, Braille - Transcribes reading matter into Braille on special paper, using a Braille code form and hand stylus or Braille typewriter to impress in the paper the Braille characters.

6. Editors

   a. Editor, Managing, Newspaper - Negotiates with newspaper owner's representative to establish publication policies, and directs editorial activities of newspaper departments.

   b. Editor, Department - Coordinates activities of publication's news or feature departments and supervises reporters engaged in gathering writing, and publishing one specific type of news.

   c. Editor, Trade or Technical Publication - Selects, writes, and reviews materials for publication, plans layout, supervises editorial staff of publication of a trade or technical nature.

   d. Editor, Book - Interviews authors, suggests changes in book manuscripts, and negotiates with authors regarding details of publication.

   e. Editor, Magazine - Formulates editorial policy of periodical and directs activities of editorial personnel in conformity with interests and tastes of readership.

   f. Editor, Greeting Card - Originates, selects, edits, verses, and develops ideas for greeting cards.

B. ILLUSTRATION AND PHOTOGRAPHY

1. Illustrator - Draws and paints illustrations for advertisements books, magazines, posters, billboards, and catalogs. Studies design layout or proposed sketch, and selects technique, such as

pen and ink, watercolor, pastels, acrylics, graphics, pencil, scratchboard, tempera, or oils, best suited to produce desired visual effect and to conform with printing method specified. Executes design, using selected technique and rendering details from memory, live models, manufactured products, or reference materials. May be designated according to specialization such as Advertising Illustrator, Book Illustrator, Poster Artist, Graphic Artist.

2. Cover Design Artist - Designs and renders cover illustrations for publications such as magazines, books, and phonograph record albums and based on ideas suggested by art departments. Designs lettering for title copy. May be designated according to specialization such as Book-Jacket Designer, Phonograph Album Designer.

3. Commercial Photographer - Still cameraman. Photographs persons, motion-picture sets, merchandise, exteriors and interiors, machinery, and fashions to be used in advertising and selling. Arranges equipment and setting. Develops film, enlarges, reduced, and intensified prints. May take portraits.

4. News Photographer - Photographs news events or people for use in illustrating news stories and articles. Travels to assignment location to take pictures and returns to newspaper office to develop prints. Frequently specializes in one branch of work, such as news, sports, special features, portraits.

5. Scientific Photographer - Photographs plant and animal tissues and microscopic specimens of food, oil, metal, and other products and develops negatives to provide pictures illustrating industrial and scientific processes and phenomena. May act as consultant to organizations in such fields as aerodynamics, ballistics, engineering and metallurgy. May specialize in a field such as biology and photograph medical, biological, and allied phenomena to provide illustrations for scientific publications, records, research, and teaching activities. Makes still and motion picture reproductions of patients, anatomical structures, microscopic specimens, tissue, and pathological processes. Makes copies of x-rays and similar materials, utilizing photographic techniques, such as time-lapse and ultra speed pictures, and ultraviolet or infrared light. Engages in research activities.

6. Aerial Photographer and Interpreter - Takes and analyzes aerial photographs for military, industrial, or topographical data.

7. Identification Bureau Photographer - May be designated Police Photographer. Photographs persons suspected or convicted of crimes for identification purposes. Photographs scenes of crimes to prepare photographic records of perishable evidence for prosecuting case. May develop, print, and enlarge negatives.

C. MOTION PICTURES

1. Produces and Directs

a. Producer - Coordinates writers, directors, and editors. Establishes budget and engages key actors and production staff members.

b. Director - Directs cast and crew members during rehearsals and filming. Distributes parts, explains desired interpretations, gives critiques, and suggests changes.

c. Director, Research - Researches and then advises director concerning historical details of subject to be filmed.

d. Director, Art - Directs and coordinates motion picture art work production concerned with set design, scenic effects, and costumes.

e. Director, Music - Supervises personnel in studio music department and conducts studio orchestra.

f. Director, Casting - Auditions and interviews performers for specific parts. Submits report to director for final selection.

g. Director, Cast - Advises cast when to appear for filming of scenes. May act as a dialogue coach.

h. Director, Location - Seeks out, then arranges for leasing of suitable property for use as a location site.

2. Writing Personnel

a. Editor, Scenerio - Supervises scenario and continuity writers engaged in writing stories, screen adaptions, and screen continuity.

b. Scenario Writer - Writes stories, adaptions, or scenarios.

c. Continuity Writer - Writes sequence of scenes in photoplays, arranging scenes to provide action continuity to series of events being portrayed.

d. Gag Writer - Writes humorous dialogue, jokes.

e. Title Writer - Writes captions, titles, and narrative after film is completed.

f. Reader - Reads novels, stories, plays, and prepares synopsis for editorial department or producer.

g. Continuity Clerk - Prepares type-written descriptive record of scenes, including dialogue and details such as wardrobe, hairdress, or scene entrances and exits of actors to aid in editing.

h. Script Clerk - Keeps records of data relative to filming scenes and performs secretarial duties for director.

3. Camera, Lighting, and Sound Personnel

    a. Camera Clerk - Receives, stores, and issues camera equipment.

    b. Cameraman, Animation - Operates special cameras to make animated cartoons.

    c. Cameraman, First and Second - Directs camera work, informs electrician of lighting needs, determines type of equipment needed, sets up cameras, focuses, and operates power-driven camera to follow action.

    d. Cameraman, Special Effects - Photographs still and action scenes on miniature sets. When developed and incorporated in sequence, these create realistic images of action supposedly occurring.

    e. Cameraman, Title - Photographs title cards bearing foreign-language tities and written dialogue on film for export.

    f. Microphone Boom Operator - Moves boom according to script and position of performers.

    g. Motion Picture Narrator - Makes explanatory comments to accompany action of motion picture.

    h. Operator, Lights - Positions and operates overhead and floor lights during filming.

    i. Play Back Man - Operates recording machine to reproduce master recordings of music, dialogue, or sound effects.

    j. Recordist - Controls recording equipment of sound that originates on set.

    k. Re-recording Mixer - Operates console to synchronize pre-recorded dialogue, music, and sound effects with film action.

    l. Sound Cutter - Edits and synchronizes music, dialogue, and sound effects on film into single-sound print.

    m. Sound Mixer - Operates console to regulate volume level and quality of sound during filming.

    n. Transmission Man - Establishes and maintains electric circuits necessary for transmission, recording, and reproduction of sound on set.

4. Film Processors, Editors, Projectionists

   a. Bench Examiner - Hand rewinds, film, brushes solution on film to strengthen splices and eliminate foreign noise.

   b. Chemical Mixer - Mixes chemicals and liquids to prepare solution for processing exposed film.

   c. Editor, Film - Edits film and sound tracks according to scenario and director's requirements.

   d. Film Inspector - Inspects film prints for defects prior to shipment.

   e. Film Numberer - Tends film numbering machine that prints footage of rolls of negative film on edge of film to facilitate further processing.

   f. Film Printer - Operates film printing machine whereby image on negative motion picture film is printed on positive film.

   g. Film Splicer - Splices ends of film together to make a continuous reel.

   h. Film Viewer - Compares positive films with reference prints to detect irregularities in detail and color.

   i. Motion Picture Projectionist - Sets up and operates projector and sound reproducing equipment.

   j. Negative Cutter - Cuts and assembles negative film.

   k. Photographic Sensitometrist - Determines characteristics of photographic emulsions in order to achieve desired results in processed film and prints.

D. BROADCASTING

1. Broadcast Preparation Personnel

   a. Copyright Expert - Examines script of radio and television musical programs to be broadcast to ascertain that permission has been secured for use of copyrighted materials.

   b. Director, Music, International Broadcast - Supervises personnel in studio music department and plans musical programs for broadcast to foreign countries, using knowledge of foreign languages and tastes of listeners to create programs of appeal.

   c. Director, Program I - Plans programming for radio or television stations or network. Determines type, length, and time of each program, including commercial announcements and newscasts as well as entertainment.

d. Director, Program II - Directs cast in rehearsals and broadcasts of radio program.

e. Director, Public Service - Plans, schedules, and coordinates broadcasting of public service radio or television programs in various fields, such as education religion, civic, and government affairs.

f. Editor, Continuity and Script - Supervises writers preparing programs continuity and scripts for broadcasting, and edits materials to insure conformance with company policy, laws, and regulations.

g. Editor, News - Supervises correspondents, edits and rewrites news items.

h. Manager, Copyright - Coordinates activities of personnel engaged in examining copyrights of musical and literary materials used for radio and television programs.

i. Manager, Sound Effects - Supervises and coordinates preparation and production of sound effects.

j. Producer I - Plans and coordinates various aspects of radio and television programs, namely script preparation, procurement of scenery, props, costumes, coordination of audio, video, music, and timing.

k. Production Man - Aids in staging rehearsals and presenting television programs. Oversees distribution of studio facilities according to stage floor plan.

l. Script Reader - Reads scripts of radio and television programs to detect and recommend delection of vulgar, immoral, libelous, or misleading statements.

m. Script Writer - Originates theme and dialogue for sketches and plays for radio and television programs.

n. Sound Effects Man - Produces sounds by artificial means which, when transmitted and synchronized with program being presented,convey to listener an aural impression of action being broadcast.

o. Supervising Film Editor - Supervises and coordinates editing and assembly of filmed scenes.

p. Television Film Field Coordinator - Plans, directs, and edits photography taken outside studio for television film shows.

2. Broadcast Presentation Personnel

a. Announcer - Introduces programs, identifies stations, interviews guests, describes public events.

b. Broadcast Checker - Monitors radio and television programs to detect contractual violations.

c. Cameraman - Operates television camera to photograph scenes for broadcast.

d. Continuity Writer - Creates and prepares material that is read by announcer to introduce and connect various parts of a program.

e. Control Room Man - Controls panel board to route radio programs originating in studios of network central stations and at various pick-up points, through switch-back desk and over transmission line.

f. Control Room Technician - Controls and maintains control room equipment in television broadcasting studio.

g. Control Supervisor - Coordinates activities of control room personnel in transmitting radio and television broadcasting according to program schedule.

h. Director, Sports - Coordinates activities of radio or television sports department and participates in sports program broadcast.

i. Director, Technical - Coordinates activities of radio or television studio and control room personnel to insure technical quality of pictures and sound for programs originating in studio or from remote pick-up points.

j. Light Technician - Positions and operates lighting equipment for television broadcasts.

k. Master Control Engineer - Controls equipment to route television programs to transmitter and network lines for local broadcast and distribution to affiliated stations as indicated by daily program schedules.

m. Microphone Operator - Positions microphones and controls audio portions of radio and television broadcasts to maintain quality and volume of sound.

n. News Analyst, Broadcast - Analyzes, interprets, and broadcasts news received from various sources.

o. Telecine Operator - Controls equipment, such as playback units and film projectors in television studio, synchronizing equipment with program content and activities of other technical personnel.

p. Teleprompter Operator - Types program copy for use in teleprompter and operates telepromoter during rehearsal and broadcast.

q. Video Recording Engineer - Controls equipment to photograph television images from video screen, record sound of broadcast, and develop and edit film for rebroadcast.

r. Radio Engineer - Operates and maintains station audio and video transmission equipment in compliance with federal regulations.

s. Transmission Engineer - Maintains technical standards of broadcasting equipment by conducting tests, planning maintenance, and testing new or modified equipment and techniques.

3. Administration and Sales Personnel

a. Director, Operations - Coordinates activities of various radio and television broadcasting departments with respect to policy decisions, bedget, and personnel.

b. Director, Operations, Broadcast - Coordinates preparation of network program schedules.

c. Manager, Station - Manages a radio or television station. Supervises sales, programs, engineering, and personnel.

d. Manager, Traffic - Arranges for leasing of wire facilities to transmit radio and television programs to individual stations of a network.

e. Television Schedule Coordination - Prepares daily operation schedules and advance program log for newspaper, magazines, and traffic department.

E. TYPOGRAPHY AND PRINTING

1. Composing Room Occupations

a. Hand compositors - Set type which requires fine composition by hand.

b. Linotype Machine Operators - Read copy and casts lines of type by operating a keyboard machine.

c. Monotype Keyboard Operators - Operate a keyboard machine which produces a perforated paper tape which is later fed into the casting machine.

d. Monotype Caster Operators - Operate the casting machines which automatically cast and assemble the type.

e. Phototypesetting Machine Operators - Set type on a machine which uses a photographic process to get a film or photographic paper print of the type.

    f. Photoengravers - Make metal printing plates of illustrations and other copy that cannot be set up in type.

2. Lithographic Occupations

    a. Cameraman - Starts the process of making a lithographic plate by photographing the copy.

    b. Lithographic Artist - Makes corrections by sharpening or reshaping images on the negatives.

    c. Liehographic Pressman - Makes ready and tends the lithographic printing presses.

    d. Platemaker - Exposes a sensitized plate to a strong arc light causing exposure and then developed to bring out the image.

    e. Stripper - Makes layouts on paper, glass, or film.

F. LIBRARY AND INFORMATION SCIENCE

1. Librarians

    a. Acquisition Librarians - Purchase books and other library materials recommended by staff members.

    b. Adult Services Librarians - May select materials for and advise mature readers.

    c. Catalogers - Classify books under various subjects and otherwise describe them so they may be located through catalogs on cards or in other forms.

    d. College and University Librarians - Work with students, faculty members, and research workers, in general reference work or in a particular field of interest.

    e. Children's Librarians - Plan and direct special programs for young people.

    f. Public Librarians - Serve all kinds of readers--children, students, teachers, research workers, and others.

    g. Reference Librarians - Aid readers in their search for information--answering specific questions or suggestion sources of information.

    h. School Librarians - Instruct students in the use of the library and visit classrooms to familiarize students with library materials relating to the subjects being taught.

G. TELEPHONE AND TELEGRAPH

1. Administrators, Specialized

a. Manager, Customer Service - Directs activities concerned with investigation and processing of claims for property damage or financial loss sustained as result of alleged telegraph service negligence.

b. Public Program Supervisor - Promotes goodwill and interest in telephone services. Organizes programs and designs visual aids.

c. Regulatory Administrator - Directs activities concerned with investigating complaints from telephone subscribers and Public Utility Commission.

2. Managers and Supervisors

a. Building Supplies and Motor Vehicle Supervisor - Manages acquisition, construction, and maintenance of telephone real properties, vehicles, supplies.

b. Manager, Telegraph Office - Manages the personnel and supervises activities of the local office.

c. Manager, Traffic I - Directs message traffic operations in central telegraph office.

d. Manager, Traffic II - Directs customer services of telephone traffic departments.

e. Operations Manager - Directs activities of main and branch offices of telegraph communications systems.

f. Superintendent, Communications - Directs construction, operation, and maintenance of telephone and telegraph communications systems.

g. Superintendent, Station - Directs submarine cable station personnel and activities.

h. Testing and Regulating Chief - Directs testing and regulating department activities of telegraph office.

i. Traffic Chief, Radio Communications - Directs transmission of international radiograms over long-distance radio circuits.

3. Miscellaneous Technicians and Managers

a. Photoradio Operator - Operates telegraph equipment to send and receive radio photographs.

b. Radiotelegraph Operator - Operates and maintains radiotelegraph transmitters and receivers.

   c. Radiotelephone Operator - Operates and maintains radiotelephone transmitters and receivers.

   d. Right of Way Supervisor - Coordinates activities of right-of-way agents and contacts property owners and public officials to obtain permits and easements or to purchase right-of-way for lines.

4. Clerical and Sales Personnel

   a. Multiplex Machine Operator - Sends and receives messages via telegraphic typewriters.

   b. Central Office Operator - Operates telephone switchboard to establish or assist customers in establishing local or long distance telephone communications.

   c. Information Operator - Provides telephone information from central office switchboard.

   d. Morse Operator - Sends and receives messages in Morse code using manual or semi-automatic key.

   e. Service Observer - Observes operator's and clerical personnel's demeanor, techniques, and observance of company policies.

   f. Switching Clerk - Tends switching equipment through which telegraph messages are received at the central office and then are routed to their destinations.

   g. Telefax Clerk - Operates telegraphic facsimile machine to send and receive messages.

5. Electrical Assembling, Installing, Repairing Personnel

   a. Line Inspector - Inspects lines and cables to determine needs to maintain communication efficiency.

   b. Lineman - Installs and repairs telephone and telegraph lines, both above and under ground.

   c. Telephone Inspector - Inspects plant equipment, poles, wires to see if installed properly.

   d. Test Deskman - Locates malfunctions in lines using switchboard composed of electrical testing apparatus.

   e. Tramsmission Man - Tests phone equipment in office that services lines between communities and connects broadcasts into phone circuits.

6. Production and Distribution Personnel

   a. Assignment Clerk - Assigns line, cable, and central office facilities used in providing and maintaining telephone and telegraph services.

   b. Dispatcher - Estimates and re-routes telegraph cable circuits to insure flow of messages.

   c. Pole Frames - Prepares telephone and telegraph poles for erection.

   d. Tree Trimmer - Trims trees to clear communication lines right-of-way.

BIBLIOGRAPHY OF FREE AND INEXPENSIVE MATERIALS

RESOURCES

JOURNALISM

"The Big Story." Sigma Delta Chi, National Professional Journalism Society, 35 East Wacker Drive, Chicago, Illinois 60601. Pamphlet. Free.

"Book Publishing." Job Fact Sheet No. 12. Alumnae Advisory Center Inc., 541 Madison Avenue, New York, New York 10022. Fact Sheet $1.00.

"Careers in the Business Press." American Business Press, 205 East 42nd Street, New York, Nee York 10017. Pamphlet. Free.

"Careers in Business Publishing." Sigma Delta Chi, National Professional Journalism Society, 35 East Wacker Drive, Chicago, Illinois 60601. Pamphlet. Free.

"Community Newspapers Offer You Involvement, Action, Change." The Newspaper Fund, Inc., P.O. Box 300, Princeton, New Jersey 08540. Pamphlet. Free.

"Education for Journalism Careers." Association for Education in Journalism, Executive Secretary, 435 Henry Mall, University of Wisconsin, Madison, Wisconsin 53706. Pamphlet. Free.

"Finding A Successful Career in the Daily Newspaper Business." American Newspaper Publishers Association Foundation, 750 Third Avenue, New York, New York 10017. Pamphlet. Free.

"Journalism Education in the United States: Its Organized Structure." Association for Education in Journalism, Executive Secreatry, 425 Henry Mall, University of Wisconsin, Madison, Wisconsin 53706. Pamphlet. Free.

Journalist. The MacMillan Company, 60 Fifth Avenue, New York, New York 10011. Book $3.50.

"Magazine Journalism: A Career for You?" Sigma Delta Chi, National Professional Journalism Society, 35 East Wacker Drive, Chicago, Illinois 60601. Pamphlet. Free.

"National Scholarship Program of the Printing and Publishing Industry." National Scholarship Trust Fund, 4615 Forbes Avenue, Pittsburg Pennsylvania 15213. Pamphlet. Free.

"Newspaper Journalism." The Headline Club of Chicago, Chapter of Sigma Delta Chi, National Professional Journalism Society, 35 East Wacker Drive, Chicago, Illinois 60611. Pamphlet. free

"Should You Be a Newspaperman?" Career Information Service, New York Life Insurance Company, 51 Madison Square Station, New York, New York 10010. Pamphlet. Free.

"What It Takes to Become a Foreign Correspondent." The Newspaper Fund, Inc., P.O. Box 300, Princeton, New Jersey 08540. Pamphlet. Free.

"Your Future in Daily Newspaper." American Newspaper Publishers Association Foundation, 750 Third Avenue, New York, New York 10017 Booklet. Free.

ILLUSTRATION AND PHOTOGRAPHY

"Answers to Some Questions About Careers in Graphic Communications." Education Council of the Graphic Arts Industry, Inc., 4615 Forbes Avenue, Pittsburgh, Pennsylvania 15213. Pamphlet. Free

"Biological Photography . . What's That?" Biological Photographic Association, Inc., P.O. Box 12866, Philadelphia, Pennsylvania 19108. Pamphlet. Free

"A Career for You in the Comics." Newspaper Comics Council, 260 Madison Avenue, New York, New York 10016. Pamphlet. Free.

"Careers in Industrial Arts." Technical Illustrator's Management Association, 9363 Wilshire Boulevard, Suite 219, Beverly Hills, California 90210. Pamphlet. Free.

"Careers in Photographic Science and Engineering." Society of Photographic Scientists and Engineers, Suite 204, The Thomas House, 1330 Massachusetts Avenue, N.W., Washington D.C., 20005 Pamphlet. Free.

"The Cartoonist!" National Cartoonist Society, 152 Colonial Parkway Manhasset, Long Island, New York 10030 Reprint. Free.

"Drafting as a Career." American Institute for Design and Drafting 3119 Price Road, Bartlesville, Oklahoma 74003. Pamphlet. Free

"Graphic Communications." Addressograph Multigraph Corporation, Department 6010, 1200 Babbit Road, Cleveland, Ohio 44117. Booklet, Free.

"Lithography--The Modern Method of Graphic Communication." National Association of Photo-Lithographers, 230 West 41st Street, New York, New York 10036. Booklet. Free.

GENERAL COMMUNICATION CAREER INFORMATION

"Careers in Communication." Project WERC Film Series, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington D.C. 20009. Rental: $20.00 per day. Sale: $225.00. 30 min.

"Careers in Speech Communication." Speech Communication Association, Statler Hilton Hotel, New York, New York 10001. Pamphlet. 15 cents.

"Librarians." Library Technicians (15 cents, No. 1650-36). Superintendent of Documents, Washington D.C. 20402.

"Motion Picture Projectionists." (10 cents No. 1560-101.) Superintendent of Documents, Washington D.C. 20402.

"Photographers." Photographic Laboratory Occupations (15 cents, No. 1650-40). Superintendent of Documents, Washington, D.C. 20402.

"Printing Occupations." (20 cents, No. 1650-101.) Superintendent of Documents, Washington, D.C. 20402.

"Radio and Television Broadcasting, Radio and Television Announcers, Broadcast Technicians." (15 cents, No. 1650-102.) Superintendent of Documents, Washington, D.C. 20402.

"Telephone Industry." (15 cents, No. 1650-122.) Superintendent of Documents, Washington, D.C. 20402.

"Telephone Operators." (10 cents, No. 1650-55.) Superintendent of Documents, Washington, D.C. 20402.

"Writing Occupations." Newspaper Reporters, Technical Writers. (15 cents, No. 1650-49.) Superintendent of Documents, Washington, D.C. 20402.

You Can Work in the Communications Industry. The John Day Company, 257 Park Avenue South, New York, New York 10010. Book $2.40.

"A Student's Introduction to Educational Broadcasting." National Association of Educational Broadcasters, 1436 Connecticut Avenue, N.W., Washington D.C. 20036 Pamphlet. Free.

"Technical Writing as a Career." Society for Technical Communication, Suite 421, 1010 Vermont Avenue, N.W., Washington D.C., 20005 Pamphlet. Free.

"Writing as a Career." National Writers Club, 1365 Logan Street, Suite 100, Denver, Colorado 80203. Pamphlet. Free.

TYPOGRAPHY AND PRINTING

"A Career in Typography Today." International Typographic Composition Association, Inc., 2233 Wisconsin Avenue, N.W., Washington, D.C. 20007. Booklet. Free.

Opportunities in Graphic Communications--The Printing Industry. Vocational Guidance Manuals, 235 East Forty-fifth Street, New York, New York 10017. Book. $1.95

LIBRARY AND INFORMATION SCIENCE

"Be a Black Librarian." American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Pamphlet. Free.

"Career Opportunities in Archives and Manuscripts." Society of American Archivists, 816 State Street, Madison, Wisconsin 53706. Pamphlet. Free.

Challenging Careers in the Library World. Julian Messner, Inc. One West 39th Street, New York, New York 10018. Book. $3.64.

"The Children's Librarian." American Library Association, 50 Huron Street, Chicago, Illinois 60611. Pamphlet. Free.

"Find Your Future in Law Librarianship." American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Pamphlet. Free.

"The Public Librarian." American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Pamphlet. Free.

"What You Need to Be a Librarian." American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Pamphlet. Free.

"Who in the World Wants to be a Librarian?" American Library Association 50 East Huron Street, Chicago, Illinois 60611. Pamphlet. Free.

"The World of the Special Librarian is a World of Information." Special Libraries Association, 235 Park Avenue South, New York, New York 10003 Booklet. Free.

"Medical Illustration." Association of Medical Illustrators, c/o Medical College of Georgia, Augusta, Georgia 30902. Pamphlet. Free

"Technical Schools, Colleges, and Universities Offering Courses in Graphic Communications." Education Council of the Graphic Arts Industry, Inc., 4615 Forbes Avenue, Pittsburgh, Pennsylvania 15213. Pamphlet. Free

"You, Tomorrow and Eastman Kodak." Business and Technical Personnel Department, Eastman Kodak Company, 143 State Street, Rochester, New York 14650. Booklet. Free.

"Your Introduction to Photogrammetry and the American Society of Photogrammetry." American Society of Photogrammetry, 105 North Virginia Avenue, Falls Church, Virginia 22046. Pamphlet. Free.

MOTION PICTURES

"Careers Guide Series." 10 Career Profiles, Association of Motion Picture and Television Producers, 8480 Beverly Boulevard, Room No. 22, Los Angeles, California 90048. Pamphlet. Free.

"Directors Guild-Producer Training Plan 1973." Directors Guild-Producer Training Plan, 8480 Beverly Boulevard, Room No. 22, Los Angeles, California 90048. Pamphlet. Free.

"A Survey of Motion Picture, Still Photography and Graphic Arts Instruction." Motion Picture and Education Markets Division, Eastmen Kodak Company, Rochester, New York 14650. Booklet, Free.

BROADCASTING

"Careers for Women in Broadcasting." American Women in Radio and Television, Inc., 1321 Connecticut Avenue, N.W., Washington D.C. 20036. Pamphlet. Free.

"Careers in Radio." National Association of Broadcasters, 1771 N Street, N.W., Washington D.C. 20036 Booklet. Free.

"Careers in Television." National Association of Broadcasters, 1771 N. Street, N.W., Washington D.C. 20036. Booklet. Free.

Educational Broadcasting. National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington D.C. 20036 Book. $6.00

"Job Opportunities in Television." WRC-TV (an NBC Affiliate), 4001 Nebraska Avenue, N.W., Washington D.C. 20016. Fact Sheet. Free.

"Mike and Camera: A Broadcasting Career for You?" Sigma Delta Chi, National Professional Journalism Society, 35 East Wacker Drive, Chicago, Illinois 60601 Pamphlet. Free.